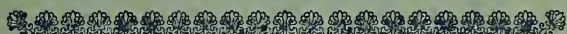


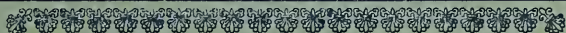
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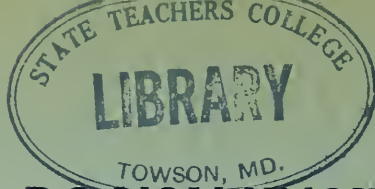
MARYLAND
TEACHERS YEAR BOOK



1917-1918



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DO YOU KNOW
THAT THE DIPLOMA OF THE
Maryland State Normal School

Will be immediately enhanced in value
by the school reorganization and curriculum revision
now to be inaugurated ?

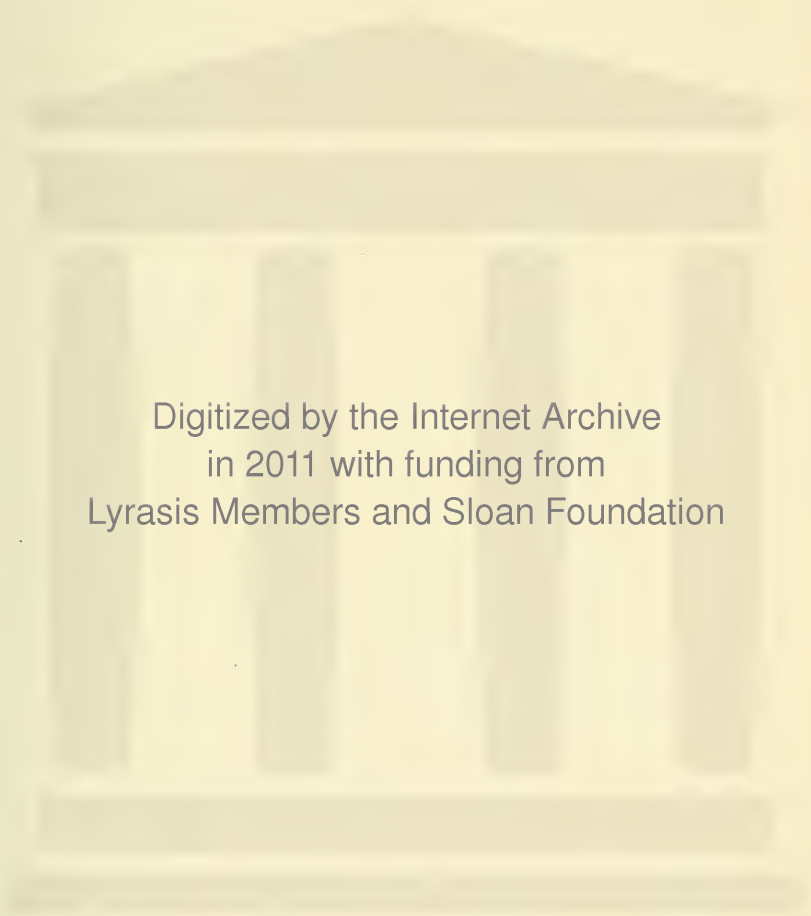
You can urgently Advise
not only High School Graduates but also
Teachers in Service and College Graduates
without adequate professional training
to consider the lasting educational and economic
advantage, and the small cost,
of graduation from this school.

¶ Information gladly furnished concerning our superior
equipment, our special study of the actual educational
needs of Maryland, and our attention to the advan-
tageous placement of our graduates.

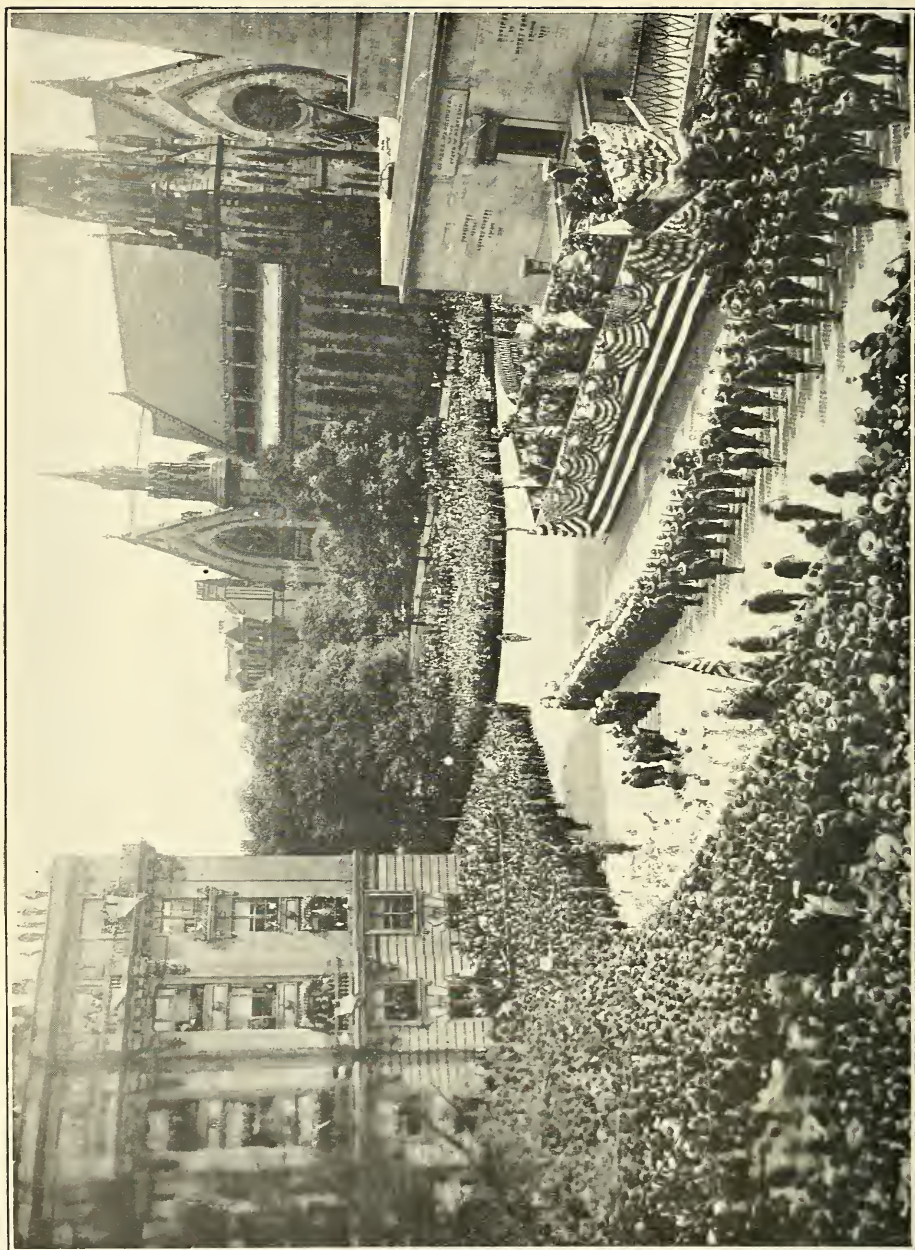
Address

HENRY S. WEST, Principal

Towson, Maryland.



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MARYLAND HONORS FRANCE

Public reception to Marshal Joffre and the French Commission at the foot of Washington's Monument in Baltimore, May 14, 1917.

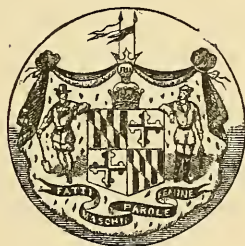
—Courtesy *Baltimore American*.

MARYLAND TEACHERS YEAR BOOK

For the Information, Use, and Guidance of Officials and Teachers
of the Public Schools of the State of Maryland

1917-1918

Prepared Under the Direction of
M. BATES STEPHENS, STATE SUPERINTENDENT
Issued by the State Board of Education



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1917/18

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FOREWORD

OFFICE STATE DEPARTMENT OF EDUCATION,

MCCOY HALL, BALTIMORE, Md.

To the Teachers and School Officials of the Maryland State School System:

This annual booklet is published for your use and guidance. It is, in a most distinctive sense, the teachers' *Year Book*. Its publication is not a mere custom—something of routine which comes along at stated periods to be filed. It must be *read*! It will bring no message, no information, unless you find it. It will mean much to you if it becomes your desk book and your daily reference for those helps which concern in an especial way the public schools of Maryland.

You will likely receive this pamphlet before you begin the work of your school in September. It seems to me you should carefully study its contents before you outline all your plans for the school year—you may change or modify them through some suggestion you find from such a perusal.

As a large majority of our teachers are working in rural communities, it is gratifying to announce that County Superintendent William J. Holloway has been appointed State Supervisor of Rural Schools and that he will enter at once upon the duties of this new position. Mr. Holloway understands, as but few do, the problems peculiar to rural education. He will bring not only this technical knowledge into the service of the State, but also a rich experience and broad sympathies as well. We should all feel encouraged in the belief that the rural schools of Maryland are in the dawn, at least, of a new era of vitality and efficiency. Another appointment which will mean much to the uplift of our colored schools is that of J. Walter Huffington as Supervisor of Colored Schools. He entered upon this work May 1st of the present year.

All of you have a special interest in the next meeting of the Maryland State Teachers' Association to be held in Baltimore next Thanksgiving week. Teachers and officials are expected to attend. We should meet 4,000 strong! Our sense of duty and of loyalty to the sacred interests we have pledged ourselves to foster will impel our attendance. Let there be no slackers! The county boards of education will likely close the schools that week, and you will have no excuse to remain away.

Your attention is directed to the observance of the anniversaries provided in our school law. "The World Crisis" should make these school anniversaries more significant. It is believed that the programs offered in this issue of the *Year Book* for the observance of Washington's Birthday, Maryland Day, Arbor Day, and Peace Day will prove unusually interesting, adaptable, and timely. The Maryland Day program, particularly, was so developed that it may be given equally well outdoors or indoors, by many participants or by few, by the largest school, high school or by the smallest rural school, with or without music and the vocational dances, and with or without costumes. It will be observed that it is, distinctly, a *Maryland Day* program for *young and old Marylanders*, each of the episodes, or acts, being set in one of our three great geographical and climatic divisions of the State, and each represented by the principal vocations followed in those respective regions. Thus the coastal plain offers its contribution to America through the fisherman, the farmer, and the seaman; the Piedmont region speaks through the cities, by the merchant, the manufacturer, and the mechanic; and the miner, the dairymaid, and the lumberman speak for the Appalachian highlands as they offer their products through Maryland to America in her hour of need. Our teachers are urged to read these programs, and to begin *early in the school year* to devise ways and means of presenting them, thus avoiding the confusion and extra labor incident to tardy preparation.

Several of the articles in this *Year Book* are due, in whole or in part, to the kind assistance of the persons whose names appear in connection with their contributions. It is a pleasure, however, to add to these the names of Misses M. Annie Grace, Theresa Wiedefeld, and Adèle Stamp, under whose direction the Maryland Day program was developed, and that of Mrs. Edward F. Buchner, chairman of the Educational Committee of the State Federation of Women's Clubs, who contributed the stimulating article on School Improvement Associations.

Respectfully submitted,

M. BATES STEPHENS,
State Superintendent of Schools.

STATE OF MARYLAND
DEPARTMENT OF EDUCATION

McCOY HALL, BALTIMORE

State Board of Education:

GOVERNOR EMERSON C. HARRINGTON, President.
M. BATES STEPHENS, Secretary.
T. H. LEWIS, Westminster.
HENRY SHRIVER, Cumberland.
T. H. BOCK, Princess Anne.
W. T. WARBURTON, Elkton.
JOHN O. SPENCER, Baltimore.
WIRT A. DUVAL, Baltimore.

State Superintendent of Schools:

M. BATES STEPHENS, Baltimore.

Assistant Superintendent:

G. H. REAVIS, Baltimore.

Supervisor of High Schools:

SAMUEL M. NORTH, Baltimore.

Supervisor of Rural Schools:

WILLIAM J. HOLLOWAY, Baltimore.

Supervisor of Colored Schools:

J. WALTER HUFFINGTON, Baltimore.

Principal Maryland State Normal School:

HENRY S. WEST, Towson.

Principal State Normal School, No. 2:

C. L. STAPLES, Frostburg.

Principal Maryland Normal and Industrial School:

(For Colored Students.)

D. S. S. GOODLOE, Bowie.

COUNTY SUPERINTENDENTS OF SCHOOLS.

<i>Name</i>	<i>Address</i>	<i>County</i>
EDWARD F. WEBB.....	Cumberland	Allegany
GEORGE FOX.....	Annapolis	Anne Arundel
ALBERT S. COOK.....	Towson	Baltimore
T. G. BENNETT.....	Prince Frederick	Calvert
EDWARD M. NOBLE.....	Denton	Caroline
MAURICE S. H. UNGER.....	Westminster	Carroll
HUGH W. CALDWELL.....	Elkton	Cecil
THOMAS M. CARPENTER.....	La Plata	Charles
JAMES B. NOBLE.....	Cambridge	Dorchester
G. LLOYD PALMER.....	Frederick	Frederick
FRANKLIN E. RATHBUN.....	Oakland	Garrett
MILTON C. WRIGHT.....	Bel Air	Harford
WOODLAND C. PHILLIPS.....	Ellicott City	Howard
JEFFERSON L. SMYTH.....	Chestertown	Kent
EDWIN BROOME, <i>Acting</i>	Rockville	Montgomery
E. S. BURROUGHS.....	Upper Marlboro	Prince George
BYRON J. GRIMES.....	Centreville	Queen Anne
GEORGE W. JOY.....	Leonardtown	St. Mary's
WILLIAM H. DASHIELL.....	Princess Anne	Somerset
NICHOLAS OREM	Easton	Talbot
CHARLES E. DRYDEN.....	Hagerstown	Washington
WILLIAM J. HOLLOWAY.....	Salisbury	Wicomico
EDGAR W. McMASTER.....	Pocomoke City	Worcester

BALTIMORE CITY.

Office, Madison and Lafayette Avenues.

CHARLES J. KOCH, Superintendent.

CHARLES A. A. J. MILLER, Assistant.	JOHN A. KORFF, Assistant.
ANDREW J. PIETSCH, Assistant.	ROLAND WATTS, Assistant.
ROBERT W. ELLIOTT, Assistant.	JOSEPH HANDS, Assistant.

SUPERVISORS OF ELEMENTARY SCHOOLS.

<i>Name</i>	<i>Address</i>	<i>County</i>
MARION S. HANCKEL.....	Cumberland	Allegany
KATE KELLY.....	Annapolis	Anne Arundel
LIDA L. TALL.....	Baltimore (Grammar)	Baltimore
CLARENCE G. COOPER.....	Baltimore (Rural)....	Baltimore
WILSIE M. SMITH.....	Denton	Caroline
I. JEWELL SIMPSON.....	Westminster	Carroll
ALICE E. MILLER.....	Elkton	Cecil
EFFIE M. WILLIAMSON.....	Cambridge	Dorchester
NAN L. MILDREN.....	Frederick	Frederick
ADAH BAUGH	Oakland	Garrett
GEORGIA MAY BARRETT.....	Bel Air.....	Harford
LOUIS C. ROBINSON.....	Chestertown	Kent
WIL LOU GRAY.....	Rockville	Montgomery
BLANCHE C. OGLE.....	Upper Marlboro	Prince George
HANNAH A. KIEFFER.....	Centreville	Queen Anne
FRANCES H. CLARK.....	Easton	Talbot
ALICE THOMPSON	Hagerstown	Washington
JAMES BENNETT	Salisbury	Wicomico
MARY B. PUSEY.....	Snow Hill	Worcester

SCHOOL ATTENDANCE OFFICERS.

<i>Name</i>	<i>Address</i>	<i>County</i>
THOMAS H. MORGAN.....	Cumberland	Allegany
BENJAMIN WATKINS, JR.....	Annapolis	Anne Arundel
JOHN T. HERSHNER.....	Towson	Baltimore
WILLIAM H. T. TALBOTT.....	Prince Frederick	Calvert
HELEN B. WISONG.....	Denton	Caroline
.....	Westminster	Carroll
LIDIE D. REYNOLDS.....	Elkton	Cecil
W. B. BILLINGSLEY.....	La Plata	Charles
H. JEANIE BRYAN.....	Cambridge	Dorchester
F. D. HARSHMAN.....	Frederick	Frederick
B. H. WILEY.....	Oakland	Garrett
FRANK DAVIS.....	Bel Air	Harford
S. ELIZABETH MEADE.....	Ellicott City	Howard
RUBY K. AHERN.....	Chestertown	Kent
MARY MAGRUDER	Rockville	Montgomery
EDGAR S. McCENEY.....	Upper Marlboro	Prince George
LELIA THOMAS	Centreville	Queen Anne
ZACH T. RALEY.....	Leonardtown	St. Mary's
ADDIE E. BOND.....	Princess Anne	Somerset
EMMA L. DAVIS.....	Easton	Talbot
.....	Hagerstown	Washington
E. VAUGHAN JACOBS.....	Salisbury	Wicomico
MARY A. TOWNSEND.....	Pocomoke City	Worcester

County Teachers Institutions

School Year 1917-1918

List of Dates and Places of Meetings for the County Institutes of Maryland

Counties	Date	Meeting Places
Allegany	September 3-7	Cumberland.
Anne Arundel	Summer School....	In lieu of institute.
Baltimore	September 3-14	Towson.
Calvert	Summer School....	In lieu of institute.
Caroline	September 3-14	Denton.
Carroll	Summer School....	In lieu of institute.
Cecil	Summer School....	In lieu of institute.
Charles	Summer School....	In lieu of institute.
Dorchester	September 10-14 ..	Frederick.
Frederick	September 3-7	Cambridge.
Garrett	September 3-7	Oakland.
Harford	September 3-7	Belair.
Howard	Summer School....	In lieu of institute.
Kent	Summer School....	In lieu of institute.
Montgomery	Summer School....	In lieu of institute.
Prince George	September 3-14 ...	Hyattsville.
Queen Anne	August 27	Centreville.
	September 7	
St. Mary's	Summer School....	In lieu of institute.
*Somerset	August 27	Ocean City.
	September 7	
Talbot	September 17-21 ..	Easton.
Washington	June 4-July 7....	Hagerstown.
*Wicomico	August 27	Ocean City.
	September 7	
*Worcester	August 27	Ocean City.
	September 7	

*Somerset, Wicomico, and Worcester hold joint Institute at Ocean City.

TEACHERS READING CIRCLE

ORGANIZATION.

Acting under the authority conferred by the laws of 1890, Chapter 323, giving the Maryland State Teachers' Association power to organize, manage, and direct a State Teachers' Reading Circle and adopt therefor a course of study in pedagogy, general literature, etc., the Maryland State Teachers' Association has appointed the following Board of Managers:

Dr. M. Bates Stephens, State Superintendent of Schools, Baltimore, chairman.

Miss Sarah E. Richmond, State Normal School, Towson.

Mr. Samuel M. North, State Supervisor of High Schools.

Mr. H. H. Murphy, State Normal School, Towson.

Mr. W. J. Holloway, Supervisor of Rural Schools, Baltimore.

Mr. Nicholas Orem, County Superintendent of Schools, Easton.

Mr. John Edwards, Assistant Headmaster, Tome Institute.

Mr. David E. Weglein, Principal Western High School, Baltimore.

Miss Mary H. Taylor, State Normal School, Towson, secretary.

CERTIFICATES AND TESTIMONIALS.

Certificates, countersigned by the chairman and secretary of the Board of Managers, are granted to those members who, having completed one year's work, present satisfactory evidence of having thoroughly and thoughtfully read the books assigned. This evidence is presented in the form of themes, written in accordance with requirements issued by the Board, which may be had upon application to the Secretary.

Testimonials, countersigned by the secretary of the State Board of Education and the secretary of the Board of Managers, are awarded by the State Board of Education to all members who have satisfactorily completed three years of Reading Circle work, and who are recommended for this honor by the Board of Managers.

The State Superintendent, in renewing teachers' certificates, is directed to assign to these testimonials due weight as evidences of "professional spirit."

ASSISTANCE.

The Board of Managers desires to be as helpful as possible to the teachers of the State. Members of the Reading Circle, desiring information or advice at any time on any of the subjects of study, are

invited to direct their communications to the secretary of the Board of Managers named above, and she will refer it to the one appointed to have special oversight over that subject of study to which the matter belongs.

MEMBERSHIP.

All teachers of Maryland and all persons above the age of eighteen years are eligible to membership. An annual membership fee of twenty-five cents is required in order to meet the necessary expenses of the organization. Its payment entitles the member to a membership card, to all syllabi and information relating to the courses that may from time to time be sent out by the secretary, and to a certificate after satisfactory evidence of work done has been presented to the Board of Managers. Membership cards may be obtained from the county secretary or from Miss Taylor.

COURSES OF STUDY.

There are four courses of study outlined for the year 1917-1918—one major course, Pedagogy, and three minor courses, English, History and Science. Every member who wishes to receive the certificate of the Board of Managers for 1917-1918 must take the major course, Pedagogy, and in addition one of the minor courses, English, History or Science, prescribed for 1917-1918.

REQUIRED READING FOR 1917-1918.

PEDAGOGY—Strayer and Norsworthy's "How to Teach," published by The Macmillan Co., New York. Single copies, postpaid, \$1.20; in lots of ten or more to one address, \$1.05, transportation paid.

ENGLISH—Klapper's "The Teaching of English," published by D. Appleton & Co., New York. Single copies, postpaid, \$1.05; in lots of ten or more, \$1.00, postpaid.

SCIENCE—Libby's "History of Science," published by Houghton, Mifflin Co., New York. Single copies to any address in Maryland, postpaid, \$1.29; or in quantities of five or more to one address, \$1.20 per copy, express unpaid.

HISTORY—Johnson's "Union and Democracy," published by Houghton, Mifflin Co., New York. Single copies, postpaid to any address in Maryland, \$1.14; or in quantities of five or more to one address, \$1.08 per copy, express unpaid.

PRESCRIBED READING FOR 1916-1917.

Bachman's "Principles of Elementary Education."

Hall-Quest's "Supervised Study."

Bolenius's "Teaching Literature in the Grammar Grades and High School."

Bolenius's "Teaching of Oral English."
 Kinne & Cooley's "Shelter and Clothing."
 Becker's "Beginnings of the American People."

CERTIFICATE REQUIREMENTS.

The suggestions and outlines below were issued to direct the study of those doing the work last year. The books adopted for 1917-18 should be studied in like manner.

Those submitting themes are requested to follow these suggestions:

1. Write the name and address of the writer at the top of the first sheet of each theme.
2. Write only on one side of the paper.
3. If possible, use paper about eight inches by ten inches in size.
4. Leave a margin at least an inch on the left, for the notes and criticisms of the reviewer.
5. Stress will be laid upon the proper use of capitals, punctuation marks, paragraphing, and correct grammatical expression.
6. Themes must show that the author's views have been assimilated by the writer. No paper will be accepted that is a verbatim report or reproduction of the book assigned for reading.
7. Do not roll or fold your manuscript. Mail it flat. Put on sufficient postage for first-class matter.
8. Criticisms, when they appear, are made with the hope that they will be accepted in the spirit in which they are written, and that they will prove helpful to the writer of the theme. It is hoped that the criticism will be carefully noted and that the writer will earnestly strive to correct the faults.
9. All themes should be sent in not later than September 1st, 1917. The Secretary will return rejected themes to the writer by November 1st, to be re-written if the writer so desires. All themes will be returned by January 1st, 1918.

EXTRACTS FROM THE SECRETARY'S FIFTEENTH ANNUAL REPORT.

The records for 1916-1917 show an enrollment of 929, distributed as follows:

Allegany County	151	Harford County	19
Anne Arundel County.....	13	Howard County	15
Baltimore County	1	Kent County	78
Calvert County	3	Montgomery County	115
Carroll County	12	Prince George's County....	63
Cecil County	63	St. Mary's County.....	1
Charles County	12	Somerset County	21
Dorchester County	80	Washington County	10
Frederick County	4	Wicomico County	166
Garrett County	9	Worcester County	93
Total.....	929		

STATE OF MARYLAND

CERTIFICATES AWARDED.

During the year the following persons have had one year's course of reading and have been awarded certificates by the Board of Managers:

COURSE OF 1915-1916.

Carroll County—Emory C. Ebaugh, Mary E. Kolb, Almira J. Utz.
 Dorchester County—Nellie E. Dean, Susie Hurlock, Ruth B. Mills, Robert E. Shilling, Nannie C. LeCompte.
 Frederick County—Grace S. Martz.
 St. Mary's County—Alma A. Wathen.
 Wicomico County—Ronie Baus, Mary J. Bennett, Irma Boston, Mollie L. Parker, Mabel Eugenia Waller, Margaret C. Waller, Edith Shockley, Georgia M. Reddish.
 Worcester County—John S. Hill.

TESTIMONIALS AWARDED.

The following persons having completed a three years' course of reading, and having met the requirements of the Board of Managers, have been awarded testimonial diplomas:

Mary J. Bennett.....Wicomico County
 Ronie Baus.....Wicomico County
 John S. Hill.....Worcester County

RECEIPTS.

June 30, 1916, balance on hand.....	\$893.64
June 30, 1916, to June 30, 1917.....	272.25
	<hr/> \$1,165.89

DISBURSEMENTS.

June 30, 1916, to June 30, 1917.....	199.65
June 30, 1917, balance on hand.....	966.24

SARAH E. RICHMOND,
 DAVID E. WEGLEIN,
Auditing Committee.

Respectfully submitted,

MARY H. TAYLOR, Secretary.

MARYLAND STATE TEACHERS' ASSOCIATION.

1917 MEETING IN BALTIMORE.

The committee given below reported as follows at Ocean City in June, 1916:

Your committee, appointed in accordance with a resolution adopted at the last meeting, to take under advisement the matter of holding the next annual meeting in Baltimore, have, after due consideration, unanimously agreed upon the following recommendations:

1. That the annual meeting for the year 1917 be held in the City of Baltimore on Monday, Tuesday and Wednesday before Thanksgiving.

2. That the Executive Committee take all necessary steps to bring together all the educational forces of the State, public and private school teachers and officials, normal schools, Baltimore City schools of all grades, the Agricultural College and its adjuncts, the Johns Hopkins University with its school of technology, the other colleges, and all other institutions, whether public or private, doing educational work.

3. That all State organizations of whatever character now organized or hereafter to be formed be requested to affiliate with this Association and hold their annual meetings at the same time and place.

M. BATES STEPHENS, Chairman;
MARY G. LOGUE,
ARTHUR C. HUMPHREYS,
EDWARD F. WEBB,
WOODLAND C. PHILLIPS,
WILLIAM J. HOLLOWAY,
ANDREW H. KRUG,
SYDNEY S. HANDY,
OSCAR B. COBLENTZ,
CHARLES J. KOCH,

Committee.

This resolution was adopted. In accordance with this resolution, the officers and Executive Committee of the Maryland State Teachers' Association have held several meetings and are vigorously planning for a "*Big Educational Meeting*" in Baltimore on Monday, Tuesday and Wednesday, November 26, 27 and 28, 1917.

Conferences have been held with Mayor Preston, Superintendent Koch and representatives of the various teachers' organizations of the city. The city authorities are cooperating in every way possible for a large membership; a record-breaking attendance and one of the best programs ever presented. The city schools will be in session until noon each day, thus giving the county teachers an opportunity

to see actual schoolroom work and enabling the city teachers to attend the afternoon sessions of the Association.

The city teachers are also planning a luncheon at the Western High School for all the members of the Association.

The general plan of the meeting is to utilize the entire time in visiting schools in conferences, departmental meetings and afternoon and evening general meetings in order that the Association may contribute to the needs of all concerned. The colleges, the private schools of the State, the Classical Association, the school improvement association and all other educational associations will be asked to hold meetings in connection with the Association. 'It is desired to make Monday, Tuesday and Wednesday of Thanksgiving Week a genuine *Educational Week for Maryland*.'

At least one general meeting will be held at the Lyric. The departmental meetings will be held at the Western High School.

Efforts are being made to secure speakers of national reputation for each of the departments.

The officers and Executive Committee of the Maryland State Teachers' Association are:

OFFICERS FOR 1916-1917.

President—Prof. S. S. Handy, St. John's College.....Annapolis
First Vice-President—Supt. William J. Holloway.....Salisbury
Second Vice-President—Sarah E. Richmond.....Towson
Treasurer—Dr. R. Berryman.....Station D, Baltimore
Secretary—Hugh W. Caldwell.....Chesapeake City, Md.

EXECUTIVE COMMITTEE FOR 1916-1917.

Prof. Sydney S. Handy; William J. Holloway, Supervisor of Rural Schools, State Department of Education; H. H. Murphy, Hastings-on-Hudson, N. Y.; A. H. Krug, Baltimore City College; Supt. G. Lloyd Palmer, Frederick County.

The superintendents, principals and other school officials of the State are urged to do everything in their power to secure a large membership and to aid the officers by helpful suggestions in arranging a pleasing and profitable program. Already enough members are pledged to indicate the largest attendance we have ever had. Last year we had nearly 1,200 members; let us determine to make it 3,000 at the Baltimore City meeting!

All school officials and teachers in the State are urged to tear off
and mail this page *at once* to H. W. Caldwell, Secretary,
Chesapeake City, Md.

ENROLLMENT.

Each teacher in the State is earnestly requested to become a member of the Maryland State Teachers' Association. The membership fee is 50 cents a year. Each member receives a printed copy of the proceedings. This is a very valuable report and should be in the hands of every teacher. Even if you are unable to be in attendance at our 1917 meeting you should renew your membership. Please do not neglect this matter, as the character of the program and the value of the printed proceedings depend largely on the membership of the Association.

.....1917.

HUGH W. CALDWELL, Secretary,
Chesapeake City, Maryland.

DEAR SIR:—I am inclosing 50 cents for my membership fee in the Maryland State Teachers' Association for 1917.

Yours truly,

Name

(Permanent Address).....
Town. County.

.....

I should be enrolled under

(Teaching Address).....
Town. County.

ABSTRACT OF PROCEEDINGS OF SCHOOL
COMMISSIONERS AND COUNTY
SUPERINTENDENTS
ASSOCIATION.

MEETING OF NOVEMBER 16 AND 17, 1916.

OFFICERS

President—A. TAYLOR SMITH, Allegany County
First Vice-President—A. J. PIETSCH, Baltimore City
Second Vice-President—MORRIS A. WALTON, Wicomico County
Secretary—BYRON J. GRIMES, Queen Anne's County
Treasurer—GEORGE W. JOY, St. Mary's County

EXECUTIVE COMMITTEE

A. TAYLOR SMITH, Pres., *Ex-Officio*
JOHN T. HERSHNER, Baltimore County
G. L. PALMER, Frederick County

BALTIMORE BUSINESS COLLEGE, BALTIMORE,

November 16, 10 A. M.—Commissioner C. W. LONG,
Temporary Chairman

The Maryland high school problem was discussed by Mr. S. M. North, recently appointed Supervisor of High Schools. Mr. North believes that Maryland has no high school problem not common to the other States, but suggests that there are two points upon which we can profitably center our attention, i. e., the professional training of our high school teachers and the socialization of our high schools. Our teachers are fairly well equipped on the academic side; and they are not to blame for the shortage on the method side, as training schools have heretofore laid emphasis on elementary school methodology. * * * A live principal will keep his school constantly before his community to enlist their attention and their interest.

Superintendent McMaster's treatment of the work of the Attendance Officer was followed by a discussion which brought out two facts: it is evident that where the law is wisely administered, but little opposition arises; and the large problem of the Attendance Officer seems to be not getting the children into school, but keeping them there in regular attendance.

Dr. William Burdick, director of the Public Athletic League, submitted a report on games suited to the high school grades. He strongly recommends soccer, and as strongly condemns football for these grades. Soccer is adapted to all ages, and does not demand weight; few accidents occur because it is so well suited to this period of the physical development of youth. In contrast, football demands

endurance, weight and strength, and is suitable only for pupils of eighteen years and above. * * * Games suitable for high school girls are being developed; up to this time, Dr. Burdick is willing to approve only dodge-ball and volley-ball.

November 17—State Normal School, Towson, 10 A. M., Vice-President A. J. Pietsch, presiding.

Superintendent Holloway, Wicomico County, led a discussion of the criticisms of the school law. They are aimed at the centralization of power in the hands of the State and county superintendents, and at some features of the compulsory attendance provisions. The wise policy pursued in administering the law is in itself sufficient answer to the criticisms directed towards the State Superintendent. * * * The local boards of trustees object most to being deprived of the power to appoint teachers. Most boards of education are allaying criticisms at this point by conferring with trustees before appointments are made.

Superintendent Orem, of Talbot, assisted by Superintendents J. B. Noble, of Dorchester, and A. S. Cook, of Baltimore County, discussed the major work of the Superintendent and of the Supervisor. The discussion developed the conviction that the major work of the Supervisor is to train teachers in service, and that the major work of the Superintendent is to see that the conditions are right for the Supervisor to do her work well.

Officers for 1917 were elected as follows:

President—Oscar B. Coblentz, Board of Education, Frederick County.
First Vice-President—Dr. Gordon T. Atkinson, Board of Education, Somerset County.

Second Vice-President—John W. Selby, Board of Education, Howard County.

Secretary—B. J. Grimes, Superintendent, Queen Anne's County.

Treasurer—George W. Joy, Superintendent, St. Mary's County.

The Committee on Resolutions, Superintendents Dashiell, J. B. Noble, and Webb, submitted the following report:

Resolved, That this Association views with pleasure the great amount of interest manifested by its members as a whole during the sessions of this meeting, and is highly encouraged by the unprecedented fact that every county superintendent in the State is present.

Resolved, That this Association feels that a step in the right direction has been made in the institution of an annual conference of the county supervisors of elementary schools in conjunction with this meeting.

Resolved, That it is a source of great gratification to learn that the new school law is going into effect without friction and is already showing an increase in the efficiency of the schools.

Resolved, That this Association hereby expresses to President E. H. Norman, of the Baltimore Business College, and to Miss S. E. Richmond, principal of the State Normal School, Towson, its sincere appreciation of courtesies extended in providing such excellent quarters for this meeting.

ABSTRACT OF PROCEEDINGS OF THE ASSOCIATION OF COUNTY SUPERINTENDENTS.

MEETING OF NOVEMBER 15, 1916.

AUDITORIUM, BALTIMORE BUSINESS COLLEGE,

BALTIMORE, MD.

Morning Meeting—Dr. M. Bates Stephens presiding.

Superintendent E. W. McMaster elected president, and Superintendent H. W. Caldwell, secretary-treasurer. The president appointed, as members of the Executive Committee, Superintendents Cook, Joy, and Rathbun.

As the result of a paper upon the best way to take the first school census (in 1918), which was read by Mr. Webb, and discussed by Messrs. Orem, Cook, Burroughs, Bennett, Hershner, Holloway, and Unger, it was moved and carried that a committee to confer with the State Superintendent relative to devising a card system for taking the census be appointed. The president appointed Messrs. Holloway, Bennett, and Palmer.

Mr. Rathbun opened a discussion of the topic, "How shall the salary schedule for teachers be determined," and proposed a sliding scale, based on the length of the teacher's experience and the general average of the teacher's examinations. There was no final agreement as to this question.

Mr. Caldwell advocated the elimination of the institute, and the substitution therefor of summer school work.

Others who spoke at this meeting were Professor S. S. Handy, of St. John's College, who spoke on summer schools; Mrs. Henrietta Baker Low, formerly Supervisor of Music in the Baltimore City Schools, who made an entertaining presentation of the necessity for music in the rural schools; and Dr. A. C. Monahan, U. S. Bureau of Education, who addressed the meeting on types of home work for school children and on the creation of interest in school work.

Afternoon Meeting—President McMaster in the chair.

Every superintendent in the State responded to the roll-call.

Assistant State Superintendent Reavis explained in detail the tentative plan recommended for reporting teachers for exchange certificates.

The result of a discussion of proper qualifications for the recipients of scholarships in the State Normal Schools was the passage of a motion to the effect that it was the sense of the Association that,

after June 1, 1918, scholarships should be awarded at the Towson or Frostburg Normal schools only to graduates of accredited high schools or to persons having equivalent preparation.

A discussion of the question, "How may the Annual State School Report be improved?" resulted in a motion that the State Superintendent be requested to appoint a committee to co-operate with the State Department of Education in revising the school record and report forms for the counties and the State. The State Superintendent appointed to this committee Messrs. Fox, Orem, and Phillips.

The approaching meeting of the Department of Superintendence of the National Educational Association was mentioned by Dr. Stephens, who expressed the hope that a large number of the county superintendents would attend the meeting.

TEACHERS' CERTIFICATES.

EXCERPT FROM CIRCULAR LETTER OF STATE SUPERINTENDENT TO APPLICANTS AND COUNTY SUPERINTENDENTS ANNOUNCING GRADES EARNED IN THE EXAMINATION.

"A general average of 70% for a third-grade certificate and of 75% for a second-grade has been fixed, but in no case should the applicant fall below 60% in any subject. For the present, a certificate will be granted for one year with one subject below 60%, provided the low work does not bring the general average more than 5 per cent. below the required point for the certificate granted. A year hence the certificate will be extended when the unsatisfactory mark is raised to 60% or better. Applicants who fell below 60% in not more than four subjects may take the examination in August in those particular subjects and, if successful, may obtain certificates.

"For colored applicants, the average for second- and third-grade certificates must not fall below 65% and 60%, respectively, with no grade below 50%."

ADVANCING THE GRADE OF CERTIFICATE.

In January, 1917, the State Superintendent appointed a *committee of county superintendents to coöperate with the State Department of Education in working out requirements for advancing the grade of certificate. This committee has made its report, and a summary of it is given below. These recommendations, which are still in tentative form, will doubtless be further revised; and as soon as they are put into final form and passed upon by the State Board of Education, they will be sent to the county superintendents, who will explain them to the teachers.

In view of this explanation, teachers are requested not to write to the State Superintendent about securing a higher grade of certificate than they now hold until this matter is decided.

The following is a synopsis of the report of the committee:

SECOND GRADE.

A teacher having a *third-grade* certificate and wishing to secure a *second-grade* certificate may secure the second-grade certificate in either of the two following ways:

I. FIRST OPTION—By School Credits.

- a. By pursuing the course in an approved high school and securing the diploma of graduation from such school; or,
- b. By taking such a number of courses at approved summer schools as constitute the equivalent of a standard high school course. School credits earned in any standard institution to be counted and also credits for reading circle work as outlined below for first-grade certificate.

*E. F. Webb, Allegany; C. Milton Wright, Harford; J. B. Noble, Dorchester.

II. SECOND OPTION—By Examination.

By passing examination upon a group of subjects covering the fundamentals of a standard high school course, viz: General science; advanced American and English history; high-school English; and mathematics, including the application of simple algebra and geometry to arithmetic.

FIRST GRADE.

A teacher having a *second-grade* certificate and wishing to secure a *first-grade* certificate may secure the *first-grade* certificate in either of the two following ways:

I. FIRST OPTION—By School Credits.

The first-grade certificate represents the completion of a standard two-year normal school course in addition to graduation from an approved four-year high school course. The first-grade certificate may be obtained by completing such a course and receiving the normal school diploma. When worked out in approved summer schools, the completion of full programs of studies (ninety hours each summer) in four six-week summer schools are considered equivalent to one year of normal school work, and eight such sessions as equivalent to the two-year normal school course. In meeting the requirements for a first-grade certificate, the first three years of successful experience under supervision will be counted as the equivalent of one six-weeks' summer school. Allowing credit for the six weeks' professional training required for the second-grade certificate, the holder of a second-grade certificate who has had only the standard high school course and the first six weeks' professional training, and who desires to complete the requirement for the first-grade certificate by attending summer sessions, must attend six such summer schools. Four of these summer sessions must be completed in residence in approved summer schools, or the applicant must complete one full year of a standard normal school course during the regular school year. If he desires, the applicant may submit Reading Circle Credits in lieu of the other two summer sessions; and if this option is availed of, one book of the Reading Circle course will be counted as equal to one of the three customary courses taken in an approved summer school, i. e., three Reading Circle books may be counted as equivalent to one summer school. The equivalent of two summer schools may therefore be completed by covering two books each year for three years.

Summarizing—A teacher holding a second-grade certificate may secure a first-grade certificate through the following credits:

- a. Three years' successful experience under supervision; and
- b. One and one-half years' additional standard normal school work. If this work be done in approved summer schools, the completion of a full program (90 hours) of studies in each of six approved summer sessions of six weeks each.
- c. Reading Circle Credits may be offered in lieu of one-half year (or two summer sessions) of the requirement under b, three Reading Circle books counting as the equivalent of one summer session, or one-fourth of a year.*

II. SECOND OPTION—By Examination.

- a. By raising the average of grades attained at examination for second-grade certificate to some point fixed above that required for the second-grade certificate—say, to 85 per cent.
- b. By passing an examination in a group of subjects representing the elements of a standard normal school course.
- c. By presenting evidence of successful teaching experience.

*The committee further recommends that teachers desiring credit on the Reading Circle books should be given opportunity to take a test on those books at the regular spring examination for teachers' certificates.

READING CIRCLE BOARD.

The Board of Managers of the State Teachers' Reading Circle passed the following proposed by-law for the consideration of the State Board of Education. It will, perhaps, come before the State Board in connection with the foregoing report of the Committee on Advancing the Grade of Certificate:

"No teacher shall be rated as first class unless he has in any one of the three years next prior to the expiration of certificate, obtained a Reading Circle certificate or performed some other professional work of equal merit in addition to attendance at summer school.

"A Reading Circle certificate granted after 1916 may be submitted as equivalent to one of the customary three courses of thirty class hours each as offered in approved summer schools.

"Three Reading Circle certificates awarded after 1916 may be submitted in lieu of summer school attendance for the second renewal of a teacher's certificate."

EXAMINATIONS FOR TEACHERS' CERTIFICATES.

The following excerpts from the circular letter sent by the State Superintendent to the county superintendents giving, in part, the directions for conducting the first Uniform State Examination for Teachers' Certificates, June, 1917, will explain the general plan of conducting these tests:

Questions will be forwarded covering the subjects for second- and third-grade certificates. No examination will be given at this time for any other certificates. The questions for each half-day will be sealed separately and the envelopes plainly marked. They are not to be opened until the hour of the examination, and then in the presence of the applicants.

Large envelopes will be furnished in which to seal the answer-papers on each subject, as soon as they are collected at the close of the hour assigned for the subject.

Printed questions, in sufficient quantity, will be sent so that each applicant may have a copy, thus avoiding the necessity of writing the questions on the blackboard.

You will please designate some persons to assist so that two persons are present throughout the examination, for both white and colored teachers. If other duties require you to be absent from the examination, kindly see that the conductors in charge of both examinations familiarize themselves thoroughly, in advance, with the general plan of conducting the tests.

The questions for colored teachers will be the same as those used in examining white applicants, but they will be sent in a separate package and labeled, "For Colored Teachers."

Brief information blanks will be provided to be filled out by each applicant and forwarded to this office at the close of the examinations.

If an applicant so desires, he may write on any or all the subjects. An opportunity will be given him in the next examination to take tests in the remaining subjects, or have another trial in the subjects on which he fails, if he should not pass all subjects in the first examination.

The test in each subject should be started promptly at the time indicated below and the papers collected promptly at the close of the period.

THURSDAY, JUNE 7th

Forenoon

Reading	8:45— 9:30
Arithmetic	9:30—11:00
English	11:00—12:30

Afternoon

Geography	1:30— 2:45
History	2:45— 4:15
Civics	4:15— 5:30

FRIDAY, JUNE 8th

Forenoon

Hygiene	8:30— 9:45
Agriculture	9:45—11:00
Teaching	11:00—12:30

Afternoon

Music	1:30— 2:45
Drawing	2:45— 4:00
Handwork	4:00— 5:15

Applicants for third-grade certificates should write on the first nine subjects. Applicants for second-grade certificates should write on all twelve subjects. But an applicant who wishes to postpone some subjects until the next examination may do so, and the passing grades earned in this examination will stand to his credit until after that time.

Please arrange the seating of the applicants so that there is no opportunity for giving or receiving help on the test in any subject. Neither the conductor of the examination, nor any other person may explain the wording or discuss the meaning or answer of any questions with an applicant until all answer-papers for the subject have been collected and scaled.

Please note that applicants are requested to use ink in filling out the information blank, as well as in writing all answer-papers; also that the several sheets of an answer-paper should be pinned together in the center at the top with the questions on top. (For convenience in grading, pins are preferred to clips or patent fasteners.)

If an applicant calls for the questions on any subject and then decides not to write on them, the questions should be pinned to a blank sheet of paper bearing the applicant's number, and should be placed in the envelope containing the answer-papers on that subject, as reading the questions on any subject before the close of the period devoted to it, is counted a trial on the subject.

No test may be taken by an applicant who enters the room after another applicant, who has read the questions, has left the room. An applicant who reads the questions and then decides not to write on the subject should not be permitted to leave the room until near the close of the period.

Spelling and penmanship will be graded from answer-papers in other subjects. Space will be provided in the reading questions for the answers to be written on the same sheet.

Applicants will not use, in answering the questions on reading, any paper other than the question-paper handed them. All of the other questions should be answered on the paper furnished.

Space is provided on the information blank for each applicant to be assigned a number. White applicants writing in County will be numbered consecutively, with the number in each case preceded by the letter; thus:, and so on until all white applicants have been assigned numbers. Colored applicants in your county will be numbered consecutively with the number in each case preceded by the letters "....."; thus: and so on until all colored applicants have been assigned a number.

Each applicant should remember the number assigned to him and thereafter use it throughout the examinations instead of his name. It should be placed at the upper left-hand corner on each sheet of all answer-papers. Just beneath this number, on each sheet of all answer-papers should be written the name of the subject. Thus, applicant No. A1, in Allegany County, will write:

A1,
History

in the upper left-hand corner of each page of his history answer-paper, and mark other subjects with his number and the name of the subject in like manner.

It is important that the examination conform to the schedule. No subject may be written at any other time than is assigned for it. The sheet of "Directions to Applicants" should be distributed before 8:30 Thursday morning, and the time 8:30-8:45 used for filling out the information blanks.

Immediately following the close of the examinations the several packages of answer-papers, together with the information blanks, shall be securely wrapped, sealed, and forwarded to this office by express collect.

QUESTIONS ON THE ELEMENTARY SCHOOL SUBJECTS USED IN THE JUNE, 1917, EXAMINATION.

READING*

THURSDAY, 8:45-9:30 A. M.

After you have read each paragraph below, answer *briefly* each question. Write the answer in the spaces provided. Use no other paper.

1. Read this and then write the answers. Read it again if you need to.

You need a coal range in winter for kitchen warmth and for continuous hot-water supply, but in summer when you want a cool kitchen and less hot water, a gas range is better. The xyz ovens are safe. In the end-ovens there is an extra set of burners for broiling.

- a. What effect has the use of a gas range instead of a coal range upon the temperature of the kitchen?

.....

- b. For what purpose is the extra set of burners?.....

.....

- c. In what part of the stove are they situated?.....

.....

- d. During what season of the year is a gas range preferable?

.....

2. Read this and then write the answers. Read it again if you need to.

Hay-fever is a very painful, though not a dangerous, disease. It is like a very severe cold in the head, except that it lasts much longer. The nose runs; the eyes are sore; the person sneezes; he feels unable to think or work. Sometimes he

*The reading questions were adapted from one of Thorndike's Reading Scales.

has great difficulty in breathing. Hay-fever is not caused by hay, but by the pollen from certain weeds and flowers. Only a small number of people get this disease, perhaps one person in fifty. Most of those who do get it, can avoid it by going to live in certain places during the summer and fall. Almost every one can find some place where he does not suffer from hay-fever.

- a. What is the cause of hay-fever?.....
.....
 - b. How large a percentage of people get hay-fever?.....
.....
 - c. During what seasons of the year would a person have the disease described in the paragraph?.....
.....
3. In these two lines draw a line under every 5 that comes just after a 2, unless the 2 comes just after a 9. If that is the case, draw a line under the next figure after the 5:

5 3 6 2 5 4 1 7 4 2 5 7 6 5 4 9 2 5 3 8 6 1 2 5
4 7 3 5 2 3 9 2 5 8 4 7 9 2 5 6 1 2 5 7 4 8 5 6

4. Read this and then write the answers. Read it again if you need to.

In Franklin, attendance upon school is required of every child between the ages of seven and fourteen on every day when school is in session unless the child is so ill as to be unable to go to school, or some person in his house is ill with a contagious disease, or the roads are impassable.

- a. What is the general topic of the paragraph?.....
.....
- b. How many causes are stated which make absence excusable?
.....

- c. What kind of illness may permit a boy to stay away from school, even though he is not sick himself?.....
.....
- d. What condition in a pupil would justify his non-attendance?
.....
5. Read this and then write the answers. Read it again if you need to.

We often think of a rich man as one who has much money, as if money and wealth meant the same thing. However, money is only one sort of wealth and some money is not exactly wealth. A twenty-dollar bill, for example, is only someone's promise to pay so much gold. Wealth means land, houses, food, clothes, jewels, tools, gold, silver, coal, iron,—anything that a man can have that satisfies some want. Money means something which a person can exchange for any one of many sorts of wealth. The main value of any piece of wealth, such as a barrel of flour, a house, or a cow is the direct use you can make of it. The value it has by reason of what you can exchange it for is of less importance. The main value of any piece of money, such as a silver dollar, a ten-dollar bill, or a nickel, is *not* any direct use you can make of it. Its main value *is* by reason of what you can exchange it for.

- a. In what does the main value of wealth lie, according to the paragraph?
.....
- b. In what does the main value of money lie, according to the paragraph?
.....
- c. Name something that is money, but is not exactly wealth.
.....
- d. What do you suppose is the thing which is defined by business men as "a medium of exchange"?.....
.....

6. Read these paragraphs and then write the answers. Read the paragraphs again if you need to.

The most serious objection against the government ownership of railways is connected with the question of rates. Every change in rates means a change in the relative advantages of one part of the country as compared with another part of the country.

Under national ownership and management of the railways there would be a continual struggle of section with section for advantageous rates, and unless the rate problem could be worked out in some simple, easily comprehended way which would commend itself to the public at large, this struggle of section with section could scarcely fail to prove disastrous.

Perhaps the greatest single danger in the private ownership of railways is that it tends first to form classes, and then to array class against class. It forms classes in the very nature of the case. First, we have the classes in the railway service. About one per cent. of those engaged in the service are officers and the rest employees, and the contrasts among these employees in remuneration and in conditions of employment are vast, and, whether they ought to do so or not, do have a tendency to cultivate bitterness and class division.

There is still another way in which the private ownership of railways tends to class formation, and that is through the favoritism shown to individuals in the community, which is largely responsible for the bad features of the trust movement. Everywhere throughout the United States we can find manufacturers and shippers who have been favored, and if there are any favored it is necessarily at the expense of others. We have favored classes, and this tends to promote class formation and to incite one class to hate another.

- a. What is stated as the cause that would produce sectionalism?
-
- b. Under the present condition of ownership of railways, in what two ways does class formation occur?.....
-
- c. Which is the supposedly favored class in the railway service?
-

- d. What is stated to have been a main cause of the undesirable results of the replacement of many small manufacturing and selling concerns by a few large ones?
-

- e. By what means, according to the paragraph, might disaster from sectionalism under public ownership be avoided?
-

ARITHMETIC

THURSDAY, 9:30-11:00 A. M.

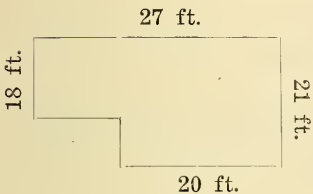
Answer any eight questions, including number 10.

1. The present war loan as authorized by Congress is \$7,000,000,000. Counting Maryland as an average State in wealth and allowing Baltimore City one-half of Maryland's share, what is the share of an average county in Maryland?
Number of states in the Union 48.
Number of counties in Maryland 23.
2. The projectile of one type of gun used in modern warfare is a solid steel cylinder 12 inches in diameter, and 20 inches long, with a solid conical end in addition which is 8 inches long. Find the weight of this projectile counting 490 pounds to the cubic foot.
3. Beginning at a base line draw at right angles thereto, using a scale $\frac{1}{2}$ inch equal to 100,000,000 bushels, four lines representing the wheat crops of the four leading wheat producing countries:
RUSSIA, 699,413,000 bushels,
UNITED STATES, 695,443,000 bushels,
FRANCE, 259,180,000 bushels,
INDIA, 357,941,000 bushels.

1 inch.
4. A sales girl puts 12% of her wages in a "rainy-day fund." The first year she received \$7 per week, the second year \$8, the third year \$10, and the next three \$11 per week. How much did she save in the six years, allowing 52 weeks to a year?
5. Give a practical rule for each of the following: (a) to find the area of a rectangle; (b) to find the area of a triangle; (c) to find the circumference of a circle; (d) to find the volume of a rectangular bin; (e) to find the volume of a circular tank.

6. Multiply two and three-tenths by twenty-three hundredths and divide the product by twenty-three thousandths, performing the operations by decimal fractions. Verify your answer by repeating the processes with the numbers written in the common fraction form.
7. A man has an opportunity to invest \$10,000 (a) in mining stock at 125 paying 3%; (b) in railroad stock at 80 paying 5%; or (c) he can lend his money at 6%. Which would yield the largest income and how much?
8. How many head of cabbage can be grown on an acre if each plant occupies one square yard of land?
60% of the crop can be sold as primes, 20% as seconds; the other 20% may be counted as unfit for sale.
What will be the value of the crop if each prime head brings 8 cents and the seconds sell at \$5.00 per hundred heads?
(43,560 sq. ft. in an acre.)

9.



This drawing represents the floor plan of a cellar of a house. How much will it cost to cement the floor at \$1.25 a square yard?

10. Discuss the local material that may be used in teaching elementary school arithmetic, so as to connect the subject up closely with the every-day lives of the children.

ENGLISH

THURSDAY, 11:00-12:30 P. M.

Answer any five, including numbers 7 and 8.

1. Discuss the relative value of stressing grammar or language in the elementary school.
2. Describe some ways of "motivating" language work.
3. Analyze—with or without diagram:

"It is true that the older boy was less robust than the younger; but it is no less true that, when the former exerted himself, he could, for a short while, outrun, outbox, and out-swim his brother."

4. List some of the more common errors children make in speaking, and indicate how you would teach the children to speak correctly.
5. Copy the following paragraph, supplying correct punctuation and capitals:
half the joy of life is in little things taken on the run let us run if we must even the sands do that but lets keep our hearts young and our eyes open that nothing worth our while shall escape us and everything is worth its while if we only grasp it and its significance.
6. Discuss the relative importance of oral composition and written composition throughout the grades. On which should the emphasis be placed? What opportunities should a day's work in school provide for oral composition?
7. If a person were to ask you to explain why the expressions below are not correct English, what explanation would you give in each case?
 - (a) I seen the ball game.
 - (b) I have eat my dinner.
 - (c) John reads better than you or me.
 - (d) He don't hear good.
8. Write a letter to the State Superintendent of Schools, criticising this set of questions, and suggesting one or two other topics that might have been treated.

GEOGRAPHY

THURSDAY, 1:30-2.45 P. M.

Answer any five questions.

1. (a) Tell some interesting facts about the chief industries of Argentina, of Chile, of Brazil.
(b) Account for our increased interest in South America.
2. (a) Select five of the following cities and indicate by a word for what product each is most noted:
Minneapolis,
Pittsburgh,
Lowell,
New Orleans,
Detroit,
Kansas City,
Lynn.

- (b) Add five other cities of North America to the list, telling for what product each is noted.
3. (a) If one had the means and leisure for travel, where would he go to see glaciers; the Midnight Sun; fiords; the highest mountains in the world; big trees; vast deserts?
(b) Which country in the world do you desire most to visit and why?
4. Draw a sketch map of North America, showing its latitude and longitude, and the zones in which it lies.
5. Account for any three of the following physical conditions:
The tropical forests in central Africa.
The deserts in Australia.
The heavy rainfall in the British Isles.
The arid land on the leeward side of the Rockies.
The deserts of Arizona and Southern California.
The deserts of Western Argentina.
The fertility of the Mississippi Valley.
6. (a) Describe the most important features of the Panama Canal.
(b) What influence will its construction have upon the world's commerce, and what countries will be most affected?
7. Do you agree with the following statement? Give fully the reasons for your answer:
"At the time of the purchase of Alaska, most persons thought that the acquisition of such a territory was unwise. As it has turned out, however, it was a wise purchase, for Alaska has become an important part of the United States."
8. Discuss the influence the physical features of the country have had on the fighting in the present war.

HISTORY

THURSDAY, 2:45-4:15 P. M.

Choose any three from Questions 1 to 6, and any two from Questions 7 to 10.

1. Using "Colonial Period," "Revolutionary Period," "National Period," "Civil War," and "The Present Age of Machinery," as time standards, place the following men under their several periods and identify each by a single statement:

Thomas Jefferson,
Robert Fulton,
John Paul Jones,
Samuel Adams,
Robert E. Lee,
George Washington,
George Rogers Clark,
Ulysses S. Grant,
Benjamin Franklin,
Colonel Goethals,

Giuseppe Marconi,
Daniel Webster,
Lord Cornwallis,
Thomas A. Edison,
Henry Clay,
Nathaniel Greene,
Admiral Schley,
General Lafayette,
Cyrus Field,
Jefferson Davis.

2. By the Treaty of Peace, at the close of the Revolutionary War, the boundary of the United States extended to the Mississippi River. It now extends to the Pacific Ocean. Trace the steps in this Westward expansion.
3. If you were writing a history of the Patent Office at Washington, to what extent would your account of the development of the work of that office parallel the changing industrial and social conditions in the United States since 1820? Why? Trace those changes from 1820 to the present time.
4. In 1795, John Jay resigned as Chief Justice of the Supreme Court of the United States to become Governor of the State of New York; in 1910, Charles E. Hughes resigned as Governor of New York to become an Associate Justice of the Supreme Court. Discuss the significance of these two facts.
5. Discuss the series of events that led up to our entrance into the present war.
6. By a word answer eight of the following:
 - (a) Who invented the telegraph?
 - (b) Who invented the telephone?
 - (c) Who laid the first successful Atlantic cable?
 - (d) Who wrote the Declaration of Independence?
 - (e) Who was the first President of the United States?
 - (f) Who raised money for Washington's army during the Revolutionary War?
 - (g) Who secured the adoption of the Missouri Compromise?
 - (h) Who opened up our trade relations with Japan?
 - (i) Whose work got rid of the malarial mosquito in the Panama Canal Zone?
 - (j) Add three similar fact questions in United States history and answer them.
7. Discuss the Claiborne controversy in the early Colonial history of Maryland, using the following outline:
 - (a) Causes that led to the controversy.
 - (b) The dispute.
 - (c) The results.

8. Name three of Maryland's men who are famous because of their part in the Revolutionary War, and give a brief account of each.
9. "In Colonial times, Maryland, in the main, was an agricultural community. In 1917, though she is no longer purely an agricultural community the cultivation of the soil continues to be a leading industry." Discuss, under the three following heads, the development of Maryland's industrial and social life since the Civil War:
 - (a) Industries.
 - (b) Education.
 - (c) Leading men of the last twenty-five years.
10. Discuss Maryland's part in the formation of the Union.

CIVICS

THURSDAY, 4:15-5:30 P. M.

Answer any five questions, including 3 and 5.

1. What do you understand by the statement: "The school should be the social center of the community"?
2. What are the best arguments for supporting schools at public expense, and making attendance between certain ages compulsory?
3. Make a list of the more important things concerning State Government that a child should know before completing the elementary school course.
4. Do the same as in Question 3 with the National Government.
5. Select one topic used in answering Question 3 or 4 and tell how you think it should be taught.
6. Discuss the advantages and disadvantages of the direct primary as compared with the convention system of nominating candidates for public use.
7. Explain the method of amending our State Constitution.
8. What use can be made of the State College of Agriculture, Farmers' Grange, State Board of Health, and the Public Athletic League in teaching community civics?

HYGIENE

FRIDAY, 8:30-9:45 A. M.

Answer any five questions.

1. (a) Discuss the relation of the humidity of the atmosphere to the comfort of the child.
(b) How may proper humidity be maintained?
 2. (a) Describe the equipment for first-aid remedy that should be kept in the schoolhouse.
(b) Tell what to do until the doctor comes in case of a severed artery; a broken bone.
 3. Name three communicable diseases, give early symptoms of each, and the precautionary measures the school should observe.
 4. Discuss the advisability of requiring the pupils to go out of doors and play during intermission.
 5. Discuss proper care of the teeth and how you would teach pupils proper habits of caring for their teeth.
 6. Give a few specific instances of what the teacher may do outside of the school to improve health conditions.
 - 7-8. Sketch the floor plan and describe a sanitary one-room school building and grounds.
-

AGRICULTURE

FRIDAY, 9:45-11:00 A. M.

Answer any five questions.

1. Give the purposes of winter cover crops, fall plowing, and green manuring.
2. Outline a four-year crop rotation suitable for a farm in the county in which you live.
3. Tell how to make the germination test of seed corn.
4. Describe the important features of a good silo.
5. Describe, using a sketch, a good type of poultry house for Maryland.
6. Explain fully what is meant by a balanced ration.

7. Give all the directions that an intelligent farmer would need in order to spray an apple orchard.
 8. Give three ways of preserving any five vegetables or fruits for winter use.
 9. How may excessive loss of soil water be prevented?
 10. Explain fully what is meant by a home project in Agriculture.
 11. Describe the methods of the best farmer you know and account for his success.
-

TEACHING

FRIDAY, 11:00-12:30 P. M.

Answer any five questions.

1. Outline a plan for your first day's work in school.
2. Discuss the chief factors to be considered in making a daily program.
3. What positive incentives may a teacher use to secure good order? Name some negative incentives that should not be used.
4. What do you understand by the laws or rules of habit formation? State them.
5. Describe and discuss the proper assignment of a lesson.
6. What use should be made of reviews and examinations in teaching?
7. Outline what you would have beginning pupils do the the first week they come to school.
8. What means of professional growth are open to a teacher in service?
9. Criticise this set of questions and indicate some other topics that might have been treated.

MUSIC

FRIDAY, 1:30-2:45 P. M.

Answer any four.

1. What are the principal differences in practice between teaching singing to a single pupil and to a class of public school children?
 2. (a) Explain how you would teach a new song to a primary class.
(b) How would this differ from the method of teaching a song to a seventh grade class?
 3. Make a list of songs suitable to be taught to the grade you teach, for each term of the school year.
 4. Explain why you would teach one and not the other of these two songs: (1) America, I Love You! (2) My Country, 'Tis of Thee!
 5. Define and make the proper signs for the following: hold, tie, slur, repeat, dot, increase tone power.
 6. Write a melody in the key of G eight measures long in 2/4 time.
 7. What devices would you use in teaching the dotted note?
 8. Write a sketch of the life of one famous musician and mention some of his best-known compositions.
-

DRAWING

FRIDAY, 2:45-4:00 P. M.

Answer any four questions, including 6 and 7.

1. Name six noted paintings which may be used in teaching drawing in the elementary school.
2. Selecting one of the pictures named in answering question 1, tell fully how you would teach it to a Fifth Grade class?
3. Name some *helps* that would aid a *teacher* in teaching drawing in the primary grades.
4. Explain fully how the materials used as objects and models in drawing work would vary with the different seasons of the year.

5. Out of the following drawing projects choose the two that are the most important and tell why:
flower study, tree study, landscape study, object drawing, water-color sketches, design, lettering, study of pictures for art appreciation.
 6. Make a small border design, using straight lines or curved and straight lines.
 7. Draw an object (a vase, pitcher, flower pot, or cup) to be selected by the conductor of the examination.
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HANDWORK

FRIDAY, 4:00-5:15 P. M.

Answer any four questions.

1. Compare the aims of mere busy work with well planned primary handwork.
2. In primary handwork what shall determine the standards of workmanship; what shall be the plan of criticism?
3. What use can be made of a sand table in a seven-grade, one-teacher school?
4. What projects would you suggest for the first and second grades in a one-teacher school where there is no special equipment for industrial work?
5. If given ten dollars to spend for materials and equipment for handwork in a one-teacher school, what would you purchase?
6. What types of industrial work or handwork would you consider most helpful to sixth and seventh grade pupils?

QUESTIONS USED IN THE EXAMINATION FOR SECOND-AND THIRD-GRADE CERTIFICATES, AUGUST 16 and 17, 1917.

READING*

THURSDAY, 8:45-9:30 A. M.

Write the letter W under every word that means something about *war or fighting*.

Write the letter B under every word that means something about *business or money*.

Write the letters CHU under every word that means something about *church or religion*.

Write the letter R under every word like *father or wife* that means something about *relatives or the family*.

Write the letters COL under every word that means a *color*.

Write the letter T under every word like *now or then* that means something to do with *time*.

Write the letter D under every word like *here or north* that means something about *distance or direction or location*.

Write the letter N under every word like *ten or much* that means something about *number or quantity*.

- 4x. camp, flag, west, mother, two, general, green, troops, south, fort
- 4½x. gray, cousin, pink, uncle, yellow, hour, pay, aunt, early, commander
- 5x. marriage, defeat, many, afternoon, guard, buy, captive, military, relation, late
- 6x. hymn, defend, across, merchant, noon, forty, conquer, dagger, profit, tuesday
- 6½x. month, dozen, fortress, cavalry, tax, bishop, below, october, million, owe
- 7x. fortification, ownership, there, year, june, half, scarlet, soon, november, beneath
- 7½x. during, forward, edge, recruit, orphan, some, rampart, instant, lilac, several
- 8x. overhanging, cardinal, future, plural, where, numeral, immediate, each, exterior, plurality
- 8½x. odd, recent, installment, protestantism, seldom, canteen, emerald, parallel, century, opposite
- 9x. bounding, previous, strategy, from, encircling, middle, tawny, formerly, thereabouts, perpendicular
- 9½x. adjutant, buckler, margin, kinship, creed, monachism, negotiable, every, monasticism, gradual
- 10x. fawn, rarely, finance, insolvent, minority, eternal, turquoise, rebate, transverse, quadruple

*The reading questions are taken from one of Thorndike's standard scales.

ARITHMETIC

THURSDAY, 9:30-11:00 A. M.

Answer any six questions, showing complete solutions.

1. Compose two problems, not duplicates of any of the following, from data obtainable in the neighborhood, and tell for which grade each would be practicable.
2. (a) From the product of $9/8$ and $3\frac{1}{4}$ subtract the sum of $5/12$ and $1\frac{1}{4}$.
(b) Multiply .0025 by 81.25 and divide the product by .05.
3. If an agent gets $2/5$ of his sales of a certain article, what must his annual sales be in order to make \$150 per month?
4. A merchant bought an article for \$24.50 and marked it to give a profit of 20% of the cost after allowing a discount of \$5.60. Find the marked price and the rate of discount.
5. Write a promissory note of \$2,450 to run 8 months, interest 6%, to cover a loan from A. L. Dow to J. R. Simms. Find the amount of the note when due, and draw a check upon the First National Bank of Baltimore in payment for the amount.
6. A contractor needs 5° cu. ft. of crushed stone for every 12 sq. ft. of walk to be constructed. How much must he order for a walk 6 ft. wide, and three hundred yards long?
7. To what height will 12 tons of coal fill a bin 9 ft. by 12 ft., if the coal weighs 63 lbs. to the cubic foot as it lays in the bin?
8. On the third day of the issue of the Liberty Loan $3\frac{1}{2}\%$ Bonds, the \$100 denominations were selling for 102. Find to the nearest hundredth of a per cent. the rate of interest that will be realized by an investor in those bonds on that day.
9. A manufacturer ships a carload of bathtubs. As packed, each tub is 5 ft. 6 in. long, 30 in. wide, and 21 in. deep. They are stood on end, one deep, in a car that is 36 ft. long and 8 ft. wide. How many tubs can be put in the car?
10. Explain fully the process used by the Government in selecting men for military service by draft, showing the fairness of the scheme.
11. Plan a development lesson for the addition of common fractions.

ENGLISH

THURSDAY, 11:00-12:30 P. M.

Answer any five, including questions 7 and 8.

1. Write correctly the following paragraph, supplying the necessary punctuation and capitals: well that is a jolly life said tom you think so said the fairy do you see that peaked mountain there said the fairy with smoke coming out of the top yes and do you see all those ashes and slag cinders lying about
2. (a) Write sentences in which you introduce the comparative of happy, idle, gay, dry, ridiculous.
(b) Make short sentences using the following adjectives with the preposition which is used after each: fond, different, inconvenient, dependent, angry.
3. Use in sentences the past indicative, and the past participle of the following verbs: take, swim, sing, go, eat, drink, be, dwell, leap, throw.
4. Write a letter properly applying for a position as teacher.
5. "When he came *back* again, *all* the people were so pleased with his courage and with the wise way in which he behaved, *that* they made *him lieutenant-colonel*."
What is the principal clause? Name and classify the subordinate clauses. Name the phrases, and give the use of each. Give the construction of all words that are in italics.
6. If pencils sell for sixty cents a gross, what will thirty-one pencils cost?
Give a complete solution of this problem in words, using no figures.
7. Rewrite in correct form the following sentences and state the rule or rules of good English violated in each case:
 - (a) The voter he finds it inconvenient to go to the poles so he loses his vote.
 - (b) Let's you and I go to the postoffice.
 - (c) These kind of trees don't grow well in this climate.
 - (d) Leave me do the work.
 - (e) John had sat the bucket in the corner and went home.
8. Describe the room in which you are taking this examination so the reader of your paper will get a good idea of it.

GEOGRAPHY

THURSDAY, 1:30-2:45 P. M.

Answer two questions from Section A and three from Section B.

Section A.

1. Suggest observations that a fourth or fifth grade class may make that will help them to understand the cause of the change of seasons.
2. Why should the older children be taught to read the daily weather maps? Explain what is meant by lows and highs on these maps and how their movements may be predicted.
3. What use would you have children make of the scale of miles printed on the maps in their texts?

Section B.

4. In what part of Maryland would you prefer to start a truck farm? A dairy farm? Give reasons for your choice of location in each case.
5. If a freight steamer were to make one of the following voyages, what would be a probable outgoing and returning cargo, and through what waters would it probably go? Philadelphia to Valparaiso; New York to Yokohama.
6. England's great source of men and supplies has been her colonies. Name and locate the leading colonies of England.
7. The American mission to Russia left the United States by a Pacific port in order to avoid dangerous waters and territories.
Trace the route they may have taken from San Francisco to Petrograd.
8. Account for any four of the following facts:
 - (a) Southern California has its rains in winter.
 - (b) France has an extensive silk industry.
 - (c) The Nile has no tributaries in its lower course.
 - (d) Great Britain is often called "the workshop of the world."
 - (e) Norway has an extensive fishing industry.
 - (f) Great Britain is greatly benefited by the Suez Canal.

HISTORY

THURSDAY, 2:45-4:15 P. M.

Answer any five, including question 8.

1. Compare our reasons for entering the present war with those which caused the War of 1812.
2. Discuss the influences which led to the discovery of America in 1492.
3. Trace the growth and development of *one* of the following movements in the United States, and cite instances of legislation, national and State, with regard to it:
Universal suffrage, Temperance, Abolition, Conservation of National Resources.
4. What do you understand by each of the following? Show how and why its effect was important.
 - (a) Embargo Act.
 - (b) Alabama Claims.
 - (c) The Missouri Compromise.
5. The public school teacher is considered by some authorities the most potent factor in creating a sentiment for lasting peace in this country. In your estimation what means can she employ to accomplish this purpose?
6. What acquisitions of territory were made by our country before the Civil War?
Trace the effect upon our history of any one of them.
7. Suggest three important modern problems that should be discussed with a seventh grade class.
8.
 - (a) Outline briefly the leading topics in Maryland history that should be taught in the sixth and seventh grades.
 - (b) List the main facts for which you would hold the pupils responsible.

CIVICS

THURSDAY, 4:15-5:30 P. M.

Answer any four questions.

1. What levying body has power to levy taxes for municipal purposes? For district purposes? For county purposes? For State purposes?

2. Define the following terms: arson, petit larceny, treason, felony, mortgage.
3. Name five subjects on community betterment that could be discussed in a social center meeting. State briefly your views on one of these subjects.
4. Explain fully either Maryland's Child Labor Law, or the Compulsory School Attendance Law.
5. Explain as you would to a class the difference between a majority and a plurality vote.
6. Mention five changes in conditions that would improve living in rural communities.
7. Mention six things Congress is authorized by the constitution to do, and two things it is forbidden to do.

SPELLING

FRIDAY, 8:00-8:30 A. M.

Part I—10 minutes. Not to be shown to the applicants.

The conductor of the examination will pronounce in a clear and natural tone the following list of words to be spelled. Any word not understood may be repeated:

immediately	accommodate	forty
necessarily	athletics	parallel
cavalry	twelfth	scarcity
amateur	beginning	repetition
grievance	similar	equivalent
adequate	marriage	precede
ninety	separate	

Part II—20 minutes. To be handed to applicants.

Answer any two.

1. Mark the accent in the following: homeopathy, deficit, annuity, illustrative, romance, impious, telegrapher, despicable, irreparable, exquisite.
2. Analyze five of the following words, telling the meaning of the prefix, root, and suffix: predict, progressive, uniformity, imaginary, abruptly, reject, confusion, advertise.
3. Use the following words correctly in sentences: principle, affect, counsel, loose, expect.

HYGIENE

FRIDAY, 8:30-9:45 A. M.

Answer any four.

1. What are the principal causes of indigestion?
2. Give directions for sweeping and dusting so as to avoid the injurious effects of dust.
3. How may defective sight or hearing impair the progress of pupils in school? How may the teacher discover these defects?
4. To what extent should the teacher feel responsible for the health conditions in the community apart from the school? Give specific instances of what she may do in this regard.
5. Give the arguments which can be used effectively against (a) the alcohol habit, (b) the cigarette habit.
6. What care should a teacher use in her school in regard to (a) light, (b) cleanliness, (c) seating, (d) ventilation?
7. To what extent would you interest yourself in what the pupils have for lunches, and to what extent would you try to control the manner in which they eat their lunches?

AGRICULTURE

FRIDAY, 9:45-11:00 A. M.

Answer any five questions.

1. Explain briefly the following terms: (a) subsoiling, (b) osmosis, (c) budding, (d) legume, (e) silage.
2. Explain how the making of an agricultural booklet on corn correlates with other subjects in the school curriculum.
3. Make a list of ten experiments that can be performed in agriculture in a rural school.
4. What is the work of the county agent? How may he be used to help in the teaching of agriculture?
5. What are the purposes of and the essential details in the pruning of fruit trees?
6. Give the life history of (a) one wild animal, or (b) one insect, or (c) one plant disease.

7. In what way does a system of crop rotation conserve the fertility of the soil? Outline a four-year crop rotation for a farm in your county.
 8. List several topics in their seasonal sequence which should be studied in the fall, winter, and spring.
 9. If you should find an apple tree on your farm which has specially fine apples unlike any known variety, how would you produce more trees of the same kind? Describe in detail every step in the process.
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TEACHING

FRIDAY, 11:00-12:30 P. M.

Answer any five questions.

1. Describe in some detail how you would teach beginners to read.
2. State three ways in which a teacher may interest the parent of the children in the work of the school.
3. State briefly your methods of teaching to secure a mastery of the fundamental operations in arithmetic.
4. What is the chief purpose of the recitation? Discuss the relative merits of the question and topic methods of conducting a recitation; *or* give the elements of what you consider a good recitation, taking both the teacher and pupils into account.
5. What values are there in using materials other than the text-book? Select two or more subjects and give illustrations of the kinds of materials aside from the text which you would use in teaching them.
6. Select some large topic in history and tell how you would assign the first lesson on it to a seventh-grade class.
7. In disciplining your school, what use would you make of rules? Discuss fully.
8. Show how each of the following factors has a relation to control of a class: (a) The teacher's health; (b) ventilation in the classroom; (c) daily program; (d) daily preparation of the teacher; (e) uniformity of age in the class.

STATE OF MARYLAND

MUSIC

FRIDAY, 1:30-2:45 P. M.

Answer any four, including question 7.

1. Give some reasons for teaching music in the public schools.
2. Of what value is rote singing? Tell how extensively it should be used in the respective grades of the elementary school.
3. Give suggestions for selecting songs suitable to be taught to the grade that you teach.
4. Outline a good preparation for part singing. When would you begin to teach part singing? Why?
5. Write the first four measures of one of the following tunes: Annie Laurie, Flow Gently, Sweet Afton, Sweet and Low, Star-Spangled Banner, Italian Hymn (Come Thou Almighty King). Give key in which it is written and give count for the first measure.
6. Illustrate how a knowledge of the mechanics of music is useful in teaching school music.
7. Define and make the proper signs for the following: hold, tie, slur, repeat, dot, increased tone power.

DRAWING

FRIDAY, 2:45-4:00 P. M.

Answer any four questions, including 1 and 2.

1. Make a simple illustration of a landscape such as would help in the study of geography.
2. Design a calendar that could be used for a board decoration in the classroom.
3. What is the aim in teaching drawing in the public schools?
4. Discuss correlation of drawing with other subjects of the curriculum.

5. What different phases of drawing should be taught in the primary grades?
 6. Name the artist or tell something about two of the following pictures: (a) The Sistine Madonna, (b) Age of Innocence, (c) The Angelus, (d) Mona Lisa, (e) Dance of the Nymphs.
 7. Name and describe some magazine or book that would aid you in teaching drawing.
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HANDWORK

FRIDAY, 4:00-5:15 P. M.

Answer any four questions, including question 6.

1. Discuss the educational value of handwork in the elementary school.
2. Mention some way in which the handwork in grades one to seven may be correlated with history, geography, arithmetic, science, and English.
3. Explain how you would illustrate by clay, starch, or sand table any phase of the study of the life of the Eskimo.
4. In what grades can weaving be used, and how would you adapt it to the various grades? Tell how you would make a loom for weaving in jute or raffia, and illustrate by small sketch a design for a mat.
5. Add and answer one other question which you think might properly be included in this set of questions.
6. Cut or tear silhouettes illustrating any one of the following:
Three Bears,
Hiawatha,
Little Boy Blue.

Print the title above the illustration.

SCHOOL IMPROVEMENT ASSOCIATIONS.

By MRS. EDWARD F. BUCHNER.

One of the best means of creating public sentiment for schools, of stimulating the interest of a community in the education of its children, of encouraging sympathy and understanding between the home and the school, and of counteracting the undesirable aspects of rural life as we have it today is the School Improvement Association. Based upon the dual principle of coöperation and self-help, it aims to arouse and keep alive public interest in the local school; to interpret the meaning of education and its vital necessity in a democracy; to promote better facilities for it; to encourage social and intellectual culture; to instruct parents in the better physical and moral care of their children; to support every movement in behalf of the improvement of the locality; to unite the people who pay the taxes which support the schools, the people who administer them, the homemakers, the teachers and the children in coöperative work for better schools; to provide the wholesome entertainments so sorely needed in more or less isolated communities; to foster a love of literature, thus extending indefinitely the intellectual horizon and adding immeasurably to the joy of living; to train for citizenship; to build up character; to make rural life more pleasant, and comfortable, and ample, and prosperous, and contented, and happy.

A School Improvement Association has to do first with the physical needs of the school and with the welfare of the pupils and teachers, but it has a much greater function also, for its influence is intended to extend out into the spiritual life of the community at large. Its beginnings may be most humble, but to its potentialities as a factor in regenerating rural life there is no limit. The rural dweller is apt to be too individualistic, far too busy getting a living out of the ground by old-fashioned or extravagant methods and in ignorance of the scientific facts the application of which would double his profits and divide his toil, to have any time or energy left for books, and music, and the society of his children, not to speak of the development of his own perhaps unsuspected talents and capacity for culture, and of any community interest or development. And what shall be said of *his wife*? * * * It should not be so, and it will not be so for long, once we awaken to the danger of the situation. The isolation of the rural communities, their paucity of interest for young people, and their unsociableness are serious menaces, and must be counteracted.

What better means than a School Improvement Association in connection with each school? Why not make the schoolhouse the center of the community life, a forum for the free discussion of public questions? Intelligent opinion on matters of world-wide interest is as essential at the country crossroads as it is in the places in the cities where people meet together. Why should not the ballot boxes

be placed in the schoolhouse, and serve as texts for the education in citizenship which is the children's due? If they do not get this training, there is absolutely no excuse for maintaining schools at public expense. And underlying good citizenship is good morality. What return must a child make for services rendered him? He is all the better citizen if the return he makes costs him something.

The school is frequently the largest single institution in the community, and hence it affords the most natural and logical means of enlisting general interest in any project of common concern to all the people. Superintendents and teachers are not necessarily permanent; school boards are unfortunately not always as deeply interested in the schools as could be wished. The School Improvement Association, a permanent organization for permanent ends, is in a position to mould school conditions to their enormous improvement, if care is taken to dispel all suspicion of faultfinding and destructive criticism, and to demonstrate its constructive purpose. There are proper channels for the communication of well-founded dissatisfaction with school officials or teachers; but the School Improvement Association is distinctly not one of them. The School Improvement Association should be all-inclusive; everyone in the community should be counted on the membership list, for everyone, with his or her point of view, or even lack of perspective, is needed if the full purpose is to be accomplished. Natural leaders will emerge, unsuspected talent will develop, and the possibilities for a quickened intellectual and civic sense will be greatly increased.

In using the name *School Improvement Association* the purpose is much broader and the organization more inclusive than a mere patron's club. Not only should parents and teachers, patrons and pupils be interested in this movement, but also "the butcher, the baker, the candlestick-maker," as well as the preacher, the lawyer, and the merchant. Everyone! The school needs them all, and they all need the school, for it holds the future community within its four walls; and as that school is, so is the community likely to be within a few years. If it is to be a *real* school, it must have an existence apart from its identity as an item on the tax list. There is no real reason why parents should look upon the school as a sort of mill into which their children go, and from which they emerge, at a stated rate and speed. It should not be looked upon as something separate from the ordinary affairs of life in which they have no concern beyond that of seeing that Johnny and Susie are punctual in attendance. The parents who don't do even that are another story; and so are the rural teachers themselves, but it might be said here that the rural teacher of the future will have, in addition to her professional training, a sympathetic understanding of her community, more knowledge of the problems which farmers and their wives and children have to face, and more appreciation of the peculiar conditions of farm life. She will be a rural sociologist; and she will not be the transient visitor which she now all too frequently is. There is no

reason why life in the country should be as barren of interest as it so often is. An active School Improvement Association can be made to change utterly the environment of the younger generation. It will hold regular—and special—meetings, in the schoolhouse, whose deficiencies will be apparent, perhaps for the first time, to the citizens who come to spend a couple of hours in it; speakers from other places will frequently be secured, who will discuss such matters as school equipment and decoration, libraries, sanitation, agriculture, civics, soil chemistry, home economics, books, art, the problems of farmers, nature study—anything and everything in which intelligent people are interested, and in which unintelligent ones should be. Country life itself would be an absorbing topic, and discussions of certain crop and farm processes might be explained by the farmers who had gotten good results. This would no doubt lead to a closer study of agriculture on the part of the very people most interested in it, and probably to its fuller and better presentation as a school subject. Animal husbandry would be no less interesting and valuable. Given these things and an opportunity for more social life, the young people would turn a deaf ear to the lure of the city, and our abandoned farms would bloom again.

The first essential for a School Improvement Association is the active interest of one person in the community, be it the county superintendent, a member of the county school board or of the board of trustees, a teacher, a parent, or a public-spirited man or woman. This person should have the local situation well in mind, and should have some definite idea of what needs to be done. In each community there are some persons who stand out from the rest by reason of their intelligence and outlook; these should be approached, and the subject of a local School Improvement Association discussed. The benefits to the community of such an organization may be pointed out. The idea is not a new and untried one, for such associations are active agencies for good all over the country, and are sure signs of progress, being recognized as so valuable that in one State, at least—Alabama—the county superintendents are required by law to encourage their organization. Have as many as possible of these leaders meet together, and plan with them a large gathering, to be held in the schoolhouse, and to which every white person in the community is to be invited. (The same method holds good with the colored people, of course.) The invitations should be given personally, in writing, if necessary, and no one should be omitted. Advertise the meeting in every possible way. Plan the program carefully, so that it shall not lag.

An order of business for this first general get-together public meeting might very well be as follows:

1. Call to order.
2. Chairman pro tem elected.
3. Secretary pro tem elected.
4. Chairman states object of the meeting and introduces a

speaker on School Improvement Associations, who should emphasize some of the following points: the value of education, not only from the point of view of service to the State and of one's increased enjoyment of life through the development of one's inner resources, but in terms of actual dollars and cents; why we are bound to give the child the best possible education; what the parents and the community owe the school; what the school can do for the community through the children; the rights of children; the effects of environment upon his character; the dangers of parental indifference, as leading to truancy and illiteracy; Maryland's educational status and the new law which is designed to change it; the needs of this particular school, and what can be done to meet them. The objects of a School Improvement Association should be clearly stated: to bring about the cordial coöperation of all the people in the community in work which is for the betterment of all, and the closer relation between the community, county, and State; to share with the community the responsibility for the child's welfare; to make the school a social center, where all matters of public interest may be discussed, ways and means of public improvement planned, a forum for the free expression of ideas and opinions established, and a civic center founded, in which citizenship shall be taught and practised; to fill all the people with a healthy desire to improve and build up the community; to foster local pride and ambition; to create higher standards; to improve and enlarge the school building and grounds, doing away with their ugly and unsanitary features, and making them to form a beauty spot in the landscape; or to work for consolidation with other schools, if the best interests of the children point in that direction; to bridge the gulf which too frequently yawns between the teacher and the parent, between the home and the school; to coöperate in every possible way with the county superintendent, his supervisor, and his attendance officer as they labor to put the education law into effect, and to work with him and not against him; to present the whole subject of education in a clear and convincing manner; and to provide for regular meetings at which speakers may be heard, and inspiration gained from the example of people elsewhere who are in the march of progress.

5. Chairman calls for any remarks.

6. Chairman calls for a motion to organize a School Improvement Association.

7. Chairman appoints a committee to prepare a constitution and by-laws.

8. Enrollment of members.

9. Appointment of date of next meeting.

10. Adjournment.

At the next, which will be the first regular meeting, the officers should be elected, a constitution and by-laws adopted. The officers should be selected with great care, for upon their efficiency and acceptability will depend, very largely, the success of the organization.

Committees should next be chosen, the chairman of which, again, should be carefully selected. Both adult and pupil committees should be appointed; those on which the children serve will be doubly valuable, in that they will benefit both the school and the children themselves. Their pride in accomplishment will be stimulated, their self-respect heightened, and the school will reflect their enthusiasm. When parents and children work heartily together for one object, they accomplish two, and a bond of sympathy is formed which will later in life stand a great deal of strain without snapping.*

I would suggest the following committees as basic. Others may be substituted or added as their need is demonstrated:

1. *Committee on School Building.*

Under the new law, there will be no more unsightly, inconvenient, badly located, poorly lighted, unhygienic schoolhouses erected in Maryland. Model buildings of each type required will be built under the direct supervision of the State Department of Education. In the meantime we must make the best of what we have. The Committee on School Building should make a complete survey of the school, note its needs and its possibilities, and plan, with the Association, its improvement; or, in case it is found to be unfit for school purposes, a report to that effect should be made to the Association, and agitation for a new and suitable building, or for consolidation with one or more of the other schools in the district. Wherever this latter course is feasible, it is the best possible solution of the rural school problem. The cumulative effect of the School Improvement Association connected with a consolidated school will only be heightened.

2. *Committee on Grounds.*

This committee will study the possibilities of improvement and expansion of the school grounds. When it is necessary, additional space for a playground should be secured, and simple equipment provided. Home-made apparatus is possible in many instances. A roofed-over sandpile in a shady spot, for the smaller children, swings, seesaws, parallel bars, swinging rings, etc., for the older ones; ample space for football and baseball are all possible. The children's play should be supervised. It will yield a large return on the investment, for quickened circulation will manifest itself in better physical condition, and, consequently, in improved school work. The U. S. Department of Agriculture will furnish, upon request, and free of cost, bulletins on School Gardens, Planting Rural School Grounds, etc. Lists of trees, shrubs and flowers suitable for school grounds, and directions for planting them may be found in any nursery catalogue. They may also be secured from the Home Gardening Association, No. 612 St. Clair Avenue, Cleveland, Ohio.

*Write State Department of Education, McCoy Hall, Baltimore, for copies of pamphlet entitled, "School Improvement Associations." Free of cost.

3. *Committee on Equipment and Decoration.*

Here a survey of the schoolroom will reveal its defects and needs. The school should compare favorably with the best homes in the community; if it does not, it does the children a glaring wrong. Abundant material for the beautification of the schoolroom is available in every locality, and effort expended upon it is quickly and richly repaid. Woodwork is easily freshened, walls can be inexpensively tinted, growing plants always add to the cheerful atmosphere. A few good pictures will be joys forever. No school can be considered to possess even a minimum equipment which has not seats adjusted to the size of the pupils, properly placed blackboards, suitable maps, charts, a globe, a dictionary and a wall clock. There should also be strips of burlap on which the work of the pupils may be exhibited. "The School Beautiful," a bulletin issued by the Wisconsin State Department of Public Instruction, will be found very helpful and suggestive in this connection.

4. *Committee on Library.*

No rural school should be, or need be, without its library. In addition to traveling libraries which are available, the State stands ready to donate \$10 a year to any school which raises an equal sum for the school library, and with \$20 a year expended on carefully selected books, a source of endless pleasure and profit to the whole community is supplied.

The Library Committee should take stock of the books already in the possession of the school, and should estimate the available shelf space. Tattered old books should be removed, and those which can be mended laid aside for repairs. What is left should be classified, as books, magazines, bulletins, etc. Write to the secretary of the State Library Commission, and to the chairman of the Committee on Libraries of the Maryland State Federation of Women's Clubs, 2 W. Eager Street, Baltimore, Md., for suggestions. "Rural School Libraries at Small Cost," a bulletin of selected lists of approved books for primary, intermediate and grammar grades, is a valuable aid, and may be secured from its compiler, Harriet B. Osborn, State Normal School, Worcester, Mass.

5. *Committee on Art.*

Much can be done, at small expense, to establish a standard of taste which will influence the whole community. Art catalogues will suggest any number of subjects from which to select a few for the schoolroom. The shape of a beautiful flower vase bears no relation to its cost, and is an object-lesson of mute eloquence. Write to the

chairman of the Committee on Art, Maryland State Federation of Women's Clubs, 2 W. Eager Street, Baltimore, Md., for advice and helpful suggestions.*

6. *Music Committee.*

Music is more and more coming into its own, and its immense value and educational strength are more and more apparent. The Music Committee should plan for community singing; should inspire the Association to work for musical instruction in the schools; should arrange concerts and lecture recitals, and should coöperate in the purchase of a Victrola, and, if possible, a piano, for the school. And let me plead for *good* music. The best is available for the price of the worst, many times, and the children should be protected against acquiring a taste for anything *but* the best. Write to the chairman of the Committee on Music, Maryland State Federation of Women's Clubs, 2 W. Eager Street, Baltimore, Md., for help and guidance.

7. *Membership Committee.*

This committee is charged with keeping the membership list full, and with seeing that everyone is invited to attend the meetings, and it should coöperate with the social committee in seeing that everyone is made welcome at the meetings, and helped to become acquainted with everyone else.

8. *Program and Social Committee.*

This committee is to arrange the programs for the meetings, and also the social gatherings which should be an important feature of the Association's activity.

The following Pupil Committees are suggested:

1. *House Committee (Girls).*

The members of this committee will be the school housekeepers. They will first of all see that the building is kept clean, and free from accumulations of dirt, waste paper, and trash of all kinds. They will put clean sash curtains up at the clean windows. To prevent mud being tracked in, they will see that there are scrapers and mats at the doors; they will learn the most efficient ways to eliminate dust, and they will see that flowers, when possible to attain, growing plants always, help to give the schoolroom a homelike, attractive appearance.

*Among the resolutions adopted at the November (1915) meeting of the School Commissioners' and County Superintendents' Association was the following:

WHEREAS, We feel that our school instruction has not had sufficient regard for the spiritual side of the child, and

WHEREAS, We believe that our appreciation of music touches our soul life and adds to our happiness, be it

RESOLVED, That we recommend larger provision for the teaching of music in our schools—possibly by so enlarging our school districts that there would be at least two teachers in each building, at least one qualified to give instruction in public school music.

2. *Toilet Committee.*

This committee should have charge of an equipment of wash-stand, pitcher, bowl, soap dish, waste-water jar, etc., of unbreakable material, such as enamel ware, as attractive as possible in shape and color, also sanitary towels, soap, etc., keeping them clean and in order, and seeing that they are promptly renewed when necessary. Unless this can be placed somewhere where privacy may be secured, a large screen should be provided also.

3. *Water Committee (Boys).*

This committee will supply all the water required both for drinking and for toilet purposes, and will remove all the waste water.

4. *Cloakroom Committee (Boys).*

This committee will see that there are plenty of hooks provided for wraps, and that they are as widely separated from each other as is possible in the space available; also proper places for wet umbrellas to drain, and ample shelf room for lunch boxes.

5. *Heating Committee (Boys).*

This committee will keep a full supply of fuel always at hand, will keep the stove clear of ashes, and neatly polished. If any pupils are obliged to sit too near the stove for comfort, a screen should be provided.

6. *Yard Committee (Boys and Girls).*

This committee will see that the yard is kept clean of trash and refuse, will tolerate no obscene writing or drawing on the walls of the schoolhouse or those of the toilets, and will care for the walks, trees, shrubs, and flowers. Defacement of any kind will be guarded against.

The chairmen of the adult and pupil committees should be carefully chosen, and the committees should work in full coöperation. At least once a month the committees should meet to discuss their plans and their progress, and some very simple refreshments will be a helpful feature.

As material for programs for School Improvement Association meetings, there are many subjects which will immediately occur to the interested members. I will suggest a few topics which will offer opportunities for helpful discussion and constructive work.

One of the first meetings might well be devoted to the subject of "*The Benefits of a School Improvement Association*," discussed by several speakers. The teacher can bring out the help which the coöperation of the home would give her in her efforts to develop the children intellectually, morally and physically. She can explain the course of study and her own purposes, and point out the disastrous results of non-attendance. Irregular attendance not only impedes the

progress of the child himself, but hampers the work of the whole school, and is a distinct injustice to those pupils who attend regularly. Distance from school, poor roads, and poor teachers are common excuses for absence, but the principal one is that the child is kept at home to help on the farm or in the home. She may point out that it is poor economy to deprive the country child of the opportunities which the city child enjoys, and that he has just as good a right to an education. School retardation is much greater in the country than in the city, and it is an extravagant waste of money as well as of time. And she should make it plain that all home and farm work is *not* educative, as is so often claimed by way of excuse for keeping children from school.

What the school does for the home should be one phase of the question which should also be discussed, and the following points might be emphasized: the school is only one of the agencies which mould a child's character, but if it is efficient it will do more to give him the training he needs than will any other. It will train him to make a living; it will train him in citizenship, for his home relations, and for culture in its broadest sense.

What does the home do for the school? This is another important aspect of the problem. In which does the child spend more time? Is he taught at home lessons of promptness, neatness, courtesy and cheerfulness which will be of immense aid to him in his school progress? Does the home give him high standards of conduct and health which he will carry over into the school? Has he learned habits which will help and not hinder him in school? Are the parents interested in the school? Do they visit it, not only on special occasions, but during the regular session? Are the children's report cards matters of great family concern? Is anything but illness allowed to interfere with the child's presence at school? Are the child's accounts of his school experiences accepted at home without reserve, and is the attitude of the parents towards the teacher strongly influenced thereby? It is important that everyone concerned should know the child's attitude towards his school work.

A parent might well discuss the home side of the problem, and show wherein friction frequently arises through incomplete understanding on the part of the teacher of the home conditions and outlook. The potential benefit of the Association to the school and the community, and through them to the child, can be brought out also, preferably by the county superintendent, or, in his absence, by one of his assistants, by a member of the county board or by one of the trustees. Mutual understanding always makes for sympathy, and sympathy for coöperation.

A second part of this program may comprise discussion of plans for the year's work.

Another meeting may well have as its subject: "*The Needs of Our School.*" Necessary and desirable equipment should be discussed and planned for, also improvements to the building and grounds.

Consolidation should never be lost sight of, as it is so often the best possible improvement over existing conditions.

School Libraries will furnish a most interesting subject for an Association meeting. How our school can obtain a \$20 library for \$10; how to use a traveling library; lists of books for grown people; for boys; for girls; for children. A reading circle for the entire membership, with occasional meetings to discuss the books read would be a source of much inspiration. A school library, properly selected, should be in every school. A bookcase is essential, also a rack for magazines, for without care the library will be useless. The Library Committee should be responsible for it, with the aid of a pupil subcommittee. In selecting books, the varying ages of the children should be remembered. If the boys have manual training, they may construct a suitable bookcase and rack; if not, they should be donated or bought. Strict records of the books and magazines should be kept, and this may well be placed in charge of a pupil librarian. The law makes generous provision for aiding school libraries, and the State Library Commission should be communicated with when planning this program. The State Superintendent of Schools is a member of this Commission.

The Committee on *Art* should provide programs dealing with home and school decoration, from both the interior and exterior point of view. Much can be done in a tactful way to encourage the elimination of superfluous and tawdry ornamentation, and the substitution of simplicity and harmony in color and line. A beautiful schoolroom, beautiful homes, beautiful villages and towns are not necessarily expensive. There is no good reason why every school and home should not have good pictures, for fine prints of the world's greatest masterpieces are within the reach of all. The series which the *Ladies' Home Journal*, for instance, has been publishing, is remarkable. Lists and prices of copies of famous pictures are to be had from the Perry Picture Co., Malden, Mass.; the Brown Picture Co., Beverly, Mass.; the Horace K. Turner Co., Boston, Mass., and from A. W. Elson & Co., 146 Oliver Street, Boston, Mass. Frames should be simple and unobtrusive, and may be made by the pupils, with a little practice. None but the best pictures are good enough for the children. From small beginnings larger efforts will grow, until the whole community reflects the heightened appreciation of the beautiful.

School Sanitation is another live topic to be discussed, and its aspects are many. The dangers of impure water, and of contagion from drinking vessels. There is on the market a sanitary drinking fountain, suitable for rural schools, which can be attached to an ordinary cooler, and which costs only a very small sum, three or four dollars. Sanitary toilets. The law requires sanitary, hygienic, suitable and convenient outhouses, and failure on the part of any county board of education to provide them is sufficient cause for removal from office. Foul air. Ventilation. An Association could set itself no better task, provided the school already has desks and blackboards,

than the acquisition of a heating and ventilating system, such as those which are worked out with a jacketed stove as the main feature. The county superintendent will be glad to advise in the selection of such a system. It is required by law in some States. To lack of proper ventilation and heating in the school are due very many of the ills from which children suffer, sometimes for their whole lives. In a room filled with used, stagnant air, and unevenly or inadequately heated, the teacher's power to impart knowledge, and the children's ability to learn, are crippled, and their power of resistance to disease is lost. Proper lighting and seating have been studied scientifically, and the results are available to all. Dust on floors and furniture is *dangerous* as well as untidy, because of the germs of contagious disease which it harbors. Cleaning should be done with oil brooms and oil mops and cloths, easily and inexpensively prepared. Even wet sand, or sawdust, or dampened paper are preferable to a dry broom. A feather duster is inexcusable. Fumigation. Medical inspection. It would be well to have this discussion led by a physician or by a member of a board of health.

The Physical Welfare of Children should be an important part of the work of an Association. Necessity of proper food and clothing, sufficient sleep and fresh air; the relation between good health and good school progress; correct posture; contagion, diseases of the eyes, ears, nose and throat,—how prevented, treated, and cured.

Here again, a physician should be secured to address the Association. Write also to the Chairman of the Committee on Health, Maryland State Federation of Women's Clubs, 2 W. Eager Street, Baltimore, Md., for suggestions.

"Country children are less healthy than city children. City standards of living are more healthful than those in rural regions. National welfare depends upon the health of the people. Country children deserve as much health and happiness as city children. Country children are entitled to as careful cultivation as crops and live stock. *The rural school is the way to improvement of health of country children and of rural life.*"—Committee on Health Problems, National Council of Education.

Community Sanitation is another broad subject with which an Association should concern itself. The following topics are suggested: the common house fly—its life history and habits; its menace as a disease carrier; how to eliminate it. The mosquito, discussed in the same way. Insect pests of all kinds. The necessity of thorough cooperation if results are to be obtained. Preventable diseases—typhoid fever, tuberculosis, malaria, smallpox, etc. Quarantine; patent medicines; health laws. Have the State health laws explained by a member of the State Board of Health.

Play would be an excellent subject for another meeting. Its value to the child; his right to a chance to play. With "all outdoors" to play in, the country child often does not know how to play. Directed and supervised play; school playgrounds; games requiring

no apparatus at all; simple equipment; field-day exercises. The director of the Public Athletic League, McCoy Hall, Baltimore, Md., will gladly respond to a request for aid in arranging and carrying out this program.

Home Economics will naturally be of great interest to a School Improvement Association. The county agent for home demonstration work is at its service here, as is also the Chairman on Home Economics, Maryland State Federation of Women's Clubs, 2 W. Eager Street, Baltimore, Md.

Balanced rations; cooking classes for mothers and girls; canning, drying, and sewing clubs; labor-saving devices; demonstration of best methods; warm school lunches; collection of literature from government bureaus and other sources.

An evening devoted to *music* will be well spent, and active work for musical appreciation and performance should be taken up by the Association. One of the best forms of musical expression—the human voice—requires no instrument, and not very much training to make it a valuable asset, hence community singing is always possible. A school victrola would be a worthy object for which to work, and well-chosen records a source of endless pleasure. Avoid “rag-time” and “popular” music. The children are defrauded when anything less than the best is given them.

Meetings devoted primarily to the interests of the men and boys will be enjoyed by all. Talks by experts on soils, crops, stock, farming problems of all kinds; general discussion; corn clubs, pig clubs, potato clubs; manual training classes, and greater attention to agricultural subjects in the school curriculum.

One meeting each year should be given to hearing the annual report of the county superintendent. In no other single way, perhaps, can a common ground be found, and sympathetic coöperation stimulated. The report should be read by the superintendent himself, who will find this an excellent opportunity to get into close touch with the people he is trying to serve. The Maryland School Law should also be explained by some one thoroughly familiar with it. The annual report of the State Department of Education is also of vital interest, and should be studied discriminatingly, especially with reference to the Association's own county.

Once a year there should be a grand school rally, when the school acts as host to the entire community, exhibits its best work, holds field-day exercises, and demonstrates its desire for the interest of everyone. Once a year, also, the Association should rally all its forces for a Clean-Up and School Improvement Day, when everyone sets to work to collect and dispose of trash, make repairs, paint, clean, and beautify. Wonders can be wrought in one day, if the work is properly planned, and the effects are incalculable. Washington's Birthday, Lincoln's Birthday, Maryland Day, Arbor Day, Bird Day, Good Roads Day, etc., should all be marked by special pro-

grams, and the farmers' institutes, county fairs, etc., should always be utilized to demonstrate the importance to the State of its schools. See programs and material in the present and former Teachers Year Books, Maryland State Department of Education.

The Association should seek to organize recreational clubs. They will prove fine investments of interest in the young people. A dramatic club will afford much pleasure, and can be made a means of profit; a literary club; an athletic club; a musical club; a boy scout troupe; camp fire girls. Why not have spelling bees, and debating clubs? Their disappearance is a distinct loss to country life.

The Association should look upon the vacation activities of the children as an important part of its function. Their work should be supervised and coördinated, a market found for their products, and profitable employment for their leisure hours. Their amusements should be given supervision, also. If moving pictures are within reach, they should be passed upon by persons competent to judge them before the children are allowed to see them. The agencies for harm which exist in every locality can be neutralized by the substitution of wholesome occupations and recreations. Many times they can be rooted out entirely, if a united effort is made to do it. School vacation gardens offer a profitable outlet for pent up energy. The co-operation of the local newspapers will be of great aid and inspiration. They may publish accounts of the Association meetings, discuss school needs, refuse objectionable advertisements, and perhaps give the pupils some space to edit. They would lose no subscribers among the parents by so doing. A press secretary would be valuable to the Association.

The Association can render very real service, not only to its own community, but to the whole county, by taking an intelligent interest in the work of the school attendance officer. The school attendance law is of fundamental importance, and not only will very much of the success of our schools depend upon its observance, but the future of Maryland will be strongly marked by our attitude towards it. The attendance officer, then, is an extremely important factor. It is vital that the position shall not be looked upon as a political job, or one to be awarded for any reason other than fitness for the position. This is the clear intention of the law. It is recognized that absence from school is often due to easily preventable causes, and that in the home conditions is very frequently to be found the explanation of non-attendance. Hence the best attendance officer is one who will be able to search out the causes and find means of eliminating them. We shall not get the best results until all our attendance officers are *women*, who approach their problem from the point of view of the teacher and the social worker combined. Men cannot get the same results, partly because they cannot talk with the mothers as a woman can. Great service therefore can be rendered by Associations which will work for the appointment of properly qualified women as attendance officers, and then coöperate with them in the relief work which

they will so often find necessary if the children are to be sent to school without compulsion.

Another important work in which an Association can coöperate is that of securing the appointment of the best possible men and women as members of their county boards of education and of their district boards of school trustees. The reasons for this are obvious. Character and fitness, says the law, shall be the sole reason for appointment. The members of the county boards and of the boards of trustees should always be included in the membership of an Association, and should be asked to take frequent part in the programs. Have the discussions general, and try to draw out the more diffident members. Almost everyone has a good idea of some kind, and should be encouraged to voice it. The teacher should not be allowed to bear the whole burden of the Association, though she should be in a position to advise, where necessary. She might assume the second vice-presidency, or the recording secretaryship. Care should be taken that the school officials and teachers are always treated with courtesy. If there is cause for complaint of them, it can be manifested through legitimate channels. It should never be forgotten that one of the underlying principles of a School Improvement Association is coöperation. Destructive criticism has no place in it.

That there are already patrons' associations connected with a number of our schools, is, of course, perfectly well known. Taking the State as a whole, they are not numerous, but their value has been demonstrated over and over again. To widen and multiply the influence exerted by them, and to broaden the scope so that no matter of public concern can be considered foreign to the nature of the organization, is the purpose of the present state-wide advocacy of School Improvement Associations which is being carried on by the Maryland State Federation of Women's Clubs, through its Education Committee, as a form of constructive coöperation with the State school officials. To do this, it seeks to see organized, in every school community where there has as yet been no coöperative effort for better school conditions, and, through the school, for improved community life, a School Improvement Association.

This school improvement work has been in progress only a year, but the results are most encouraging, and it is hoped that they are but a small beginning of the fine work which shall yet be done among the rural schools of Maryland.

"Given a good teacher, a schoolroom constructed, heated and ventilated according to approved methods, and a healthy public sentiment in a rural school district, and the best city schools cannot furnish more wholesome and stimulating environments for the education of children of our cities, than our rural schools favored by such conditions do for children in our country districts."

BIBLIOGRAPHY.

Appended is a selected list of reports, bulletins, and pamphlets, which may be had without cost, or for a sum sufficient only to cover postage. When possible, it will be wise to let the children write the requests for them. Several purposes will thereby be served.

Report of Maryland Educational Survey Commission.—General Education Board, 61 Broadway, New York, N. Y.

The School Beautiful.—Wisconsin State Department of Public Instruction, Madison, Wisconsin.

Rural School Libraries at Small Cost.—Harriet P. Osborn, State Normal School, Worcester, Mass.

Suggestive Studies of School Conditions.—Janet Rankin. Issued by C. P. Cary, State Superintendent, Madison, Wisconsin.

Farmers' Bulletin, "School Lunches."—U. S. Department of Agriculture, Washington, D. C.

Bulletin on Playground Apparatus.—Fresno State Normal School, Fresno, California.

Minimum Health Requirements for Rural Schools; Health Essentials for Rural School Children; Health Charts.—These are three bulletins, prepared by Dr. Thomas D. Wood, chairman of the Committee on Health Problems of the National Council of Education. They may be obtained from The American Medical Association, 535 N. Dearborn Street, Chicago, Illinois.

The State Department of Education, Montgomery, Alabama, issues bulletins on "Clean-up and School Improvement Day."

Annual Report of the Maryland State Board of Education and the Public School Laws of Maryland may be obtained from your county superintendent.

The Public School Laws of Maryland.—State Department of Education, McCoy Hall, Baltimore, Md.

The U. S. Department of Agriculture, Washington, D. C., will send a list of its Farmers' Bulletins, and other pamphlet publications, on request, and selection may be made from its numerous titles. The U. S. Bureau of Education will also supply bibliographies.

The State Department of Education, Bangor, Maine, issues a report on "The Rural School Improvement League of Maine, Aims and Practical Work."

Education for Country Life.—W. M. Hayes, U. S. Department of Agriculture, Washington, D. C. Office of Experiment Stations, Circular No. 84, 1909.

Boys' and Girls' Clubs.—F. W. Howe. Farmers' Bulletin No. 385 (1910).

For the school library:

Social Aspects of Education.—Irving King, Ph. D. Macmillan Co., New York. \$——

Boy Scouts' Handbook.—Grosset & Dunlap, New York City. 50 cts.

Important Features in Rural School Improvement.—W. T. Hodges, U. S. Bureau of Education. 10 cts.

THE SCHOOL BEAUTIFUL.

DORATHEA MATTHAEI, Lindnerville School, Allegany County, Md.

One of the aims or purposes of education is to give pupils the ability to appreciate the beautiful in life whether it be in literature, art, music or in sculpture, and one of the problems of the teacher is to see that the school environment be aesthetic.

A beautiful school environment is an important factor in the aesthetic training of children. There is real enjoyment in a flower, a landscape, or a beautiful picture if one has learned to appreciate the beautiful.

In order to arouse and cultivate this interest one must live in the midst of beautiful surroundings. It is a law of habit formation that flowers, pictures, and attractive school grounds seem to have a silent influence on one's life, which causes him in time to admire the beauty in the world about him. If a taste for the beautiful be acquired during childhood, it will help to develop in him a love for the beautiful in after life.

Experience has shown that an attractive school environment tends to promote regularity of attendance on the part of pupils. A well-kept schoolroom, neat building, well-ordered grounds, made beautiful with lawns, shrubs, trees, flowers, and neat walks will afford a sense of relief to the pupil who comes from a home where conditions are not aesthetic, while to one who comes from a home of refinement, it supplies a congenial atmosphere. In either instance, it will present the homelike appearance for which every school environment should stand.

An aesthetic school environment will give pupils such a taste for the beautiful as will cause them to seek similar conditions in their lives outside of school. These conditions, they will try to maintain in their homes as far as possible, thus they become healthier, happier, and more coöperative in their relations with other people.

It is generally conceded that clean, attractive, pleasant surroundings give rise to purer thoughts and nobler deeds than does an untidy, ugly environment. Ugliness and untidiness seem somehow to suggest that which is low and base, while beauty and cleanliness appeal to the more noble aspects of one's nature.

All agree: "It is easier to be good and think noble thoughts amid pleasant surroundings than in the midst of ugly ones." Cheerfulness may be gained in almost any schoolroom by studying color schemes. If the woodwork and walls be stained and unsightly it may be necessary to paint or varnish them in order that there may be the school home for which all are striving. If the room has a northern exposure, a color having an element of yellow should be used to insure a feeling of warmth. If a southern exposure, a light bluish grey to insure a cool effect. The floor should be darkest; the woodwork, a little lighter; the walks a still lighter tint; and the ceiling

the lightest of all. In addition to having a clean, cheerful interior, every school home should have a few good pictures for wall decoration. In a room of ordinary size about three or four pictures will be all that are necessary. These should be large enough to be seen with ease from all parts of the room, and, as far as possible, copies of the great masterpieces. They should be neatly framed with plain moulding, finished in brown or black. No gilt mouldings should be used. These pictures should be suspended from a picture moulding and allowed to hang low enough so that only a few inches of intervening space between lower frame of picture and top of blackboard be left.

Some pictures suitable for framing for schoolroom use are: The Shepherdess, Teralle; The Horse Fair, Bonheur; Spring, Carot; Sistine Madonna, Raphael; The Gleaners, Millet; Age of Innocence, Reynolds; Madonna of Chair, Raphael; Five Senses, J. W. Smith; Aurora, Reni; The Fagot Gatherer, Carot; Amiens Cathedral, Cologne Cathedral; Interior St. Paul's Cathedral, Rome; Grand Canal, Venice; Balcony of The Bargello; Courtyard of The Bargello; Sphinx and Pyramids; The Colosseum; Brittany Sheep, Bonheur; The Helping Hand, Renouf.

Besides neatly framed pictures that are permanent, every schoolroom should be equipped with a number of smaller pictures to be used for illustrative purposes. These should come and go as the work of the year progresses, at one time transforming the room into a Japanese room; at another, into a Holland room; and at still another into an Indian or an Eskimo room. By means of these pictures and of a typical scene worked out on the sand table, the child lives for a time with Hans in Holland; Haru in Japan; or with Hiawatha in the forest. The blackboard may be used in making the scene more realistic. Neat borders, stenciled or sketched by teacher or pupils lend suggestions to the thought carried out in this study of life in other lands. These decorated blackboards will necessitate better work on the part of pupils using the board, in order that it may be in keeping with the appearance of the board.

An added feature to the above scene and one much appreciated by visiting patrons is the bulletin board, made perhaps of a strip of denim stretched tightly and neatly tacked between two windows. Upon this is mounted work done by the pupils, while studying life in any of the lands mentioned above. This posting of pupils' work not only lends to the attractiveness of the schoolroom, but also acts as an incentive for good work on the part of the pupils, for where is there a boy or girl who will not be proud of work selected for mounting, and where is there a parent who will not be justly proud of the success of her child? Weather charts, bird charts, and charts of wild flowers, leaves, or grasses posted are enjoyed by all and have a silent and lasting influence upon the pupils as they pursue the daily routine of work.

In rooms that are heated during the cold weather, a few well-chosen and well-kept flowers will add greatly in making them cheer-

ful and attractive. Ferns, hardy geraniums, or nasturtiums are best suited for this purpose. In the spring some bulbs such as tulips, or hyacinths may be grown.

In schools situated in remote districts, where there is no heat over the week end, bunches of wild flowers or grasses may be used during fall and spring. During winter, sprigs of holly and evergreen will shed rays of cheerfulness and beauty and will not be harmed by freezing weather. A bookcase filled with carefully selected and well-arranged books will lend to the attractiveness of any schoolroom. In selecting this case, care must be taken that it harmonizes with the teacher's desk and those of the pupils which have been furnished by the school board. The only ornament suitable for the top of this case is a vase of flowers or a plaster cast of a lion, angel head, etc. An aesthetic indoor environment necessitates an aesthetic outdoor environment. The school yard has three functions; recreational, instructional, and aesthetic. These functions must be taken into consideration when planning for the improvement of the school grounds.

Some provisions should be made first of all for a playground because of the importance of play in connection with school work. If the school grounds are large, the space at the rear of the building might be reserved as a place for the athletic activities of the school. A tennis court, circle for dodge ball, bars for the broad jump or running jumps, and a baseball diamond should be provided. If a school garden is possible, space should be reserved there for it. This arrangement would leave the space at the sides and front of the building for lawns and a driveway or cement walks. These lawns should be well kept and should be ornamented with trees, shrubs, and flowers whenever possible. In selecting trees and shrubs for the school yard those that are native to the community will flourish best, and hence, are the best varieties. Oaks, poplars, elms, and maples are usually safe trees to select. With shrubs, the haw, or boxwood are most suitable. Beds of flowers may be made along the sides of the building or along the edges of the driveways or walks. During the teacher's initial efforts in transforming her school environment into an attractive home environment, she should enlist the aid of her pupils. The tiny tot in the first grade as well as the more mature child in the graduating class will feel an added interest if the thought that it is *our* school home has been fostered. Through the pupils, the cooperation of the home will be secured and through the many homes connected with the school, those not in close connection will be interested, until the influence of "The School Beautiful" will be felt throughout the entire community, and the effects of this influence will be seen in the changes made in the environment of the homes in that community.

THE SCHOOL LIBRARY.

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In many cities there is effective coöperation between the public schools and the public libraries. In fact there are children's departments in most of the public libraries. It is the custom for the librarian at the head of this department to visit schools each year in order to talk to teachers and pupils on the books available for school use and ways in which the library can aid the schools in their work. In some cities, lists of books are arranged for each week to correspond with the work of the schools, and books are set aside between certain dates for the use of pupils. There is a growing tendency all over the country to bring the libraries and the schools into closer relationship, and by serving the children as well as the adults, to do more effective work in the community.

Since there are no available library centers for children in rural sections, the establishment of grade libraries or of school libraries containing books suited to the varying interests of the children, according to their stages of development, is the nearest approach to the ideal. In the establishment of a school library, the purpose of the library should be considered before deciding what books to purchase. What a school needs first is a number of books that a teacher can use in the everyday work of the school. This may be called a working library and will consist of books to be used for reference and to supplement the text-books. Such a library will be especially valuable in the study of history and geography, and in fact of all the content studies because of the added interest it brings to the subjects by giving a wider range of knowledge and different points of view.

The well-meant determination to impart useful information must not override the fact that children need books that will give them recreation and pleasure as well as facts. If a taste for good reading is to be cultivated the work must be begun before the children have formed a habit of reading poor and worthless books, hence some books should be selected that will give pleasure and recreation, and yet will introduce the cultural element and by raising the ideals create a love for good literature. The delusion that children are not good judges of literature is disposed of by the popularity of the works of the standard authors. For instance, what little child does not love the stories of St. Nicholas; Eggleston's First Book of American History; Miss Mulock's Adventures of a Brownie; Hawthorne's Wonder Book! Who in the upper grades is not fond of Whittier's Snowbound; Longfellow's Hiawatha and Pyle's Robin Hood!

Realizing that a child is naturally inclined toward good literature, care should be taken to select the best books available and by keeping these before him create a desire for the good in literature rather than the undesirable. A number of good books for general reading should be found in every school library because of the fact

that the library is a school without a master bringing into action that subtle and vital mastery of the spirit which appeals to the emotions of the child with enduring power because there is no material compulsion about it. The child reads because a love for reading has been cultivated, and hence too strict an account of the book read should not be required of him lest the joy he received from the companionship of the book be dimmed and an aversion to books be created.

In assembling a library, it is not wise to ask for general contributions from the patrons of the school. One would feel obliged to accept all books offered and in consequence would find himself in possession of many books unfit to be placed in the hands of the children. A much better plan would be to select from a list that has been carefully compiled by competent judges. Such lists may be secured from the supervisor or superintendent. Many teachers have started a library by giving an entertainment, or holding a festival or picnic. This accomplishes two things: it secures the money and interests the patrons and school in the enterprise. Often when a library is once started in this way it will be maintained by district funds. In most instances school boards have been willing to coöperate in establishing a library by supplementing the sum of money raised by the school. As soon as it has been determined that books will be bought for the school, "Where shall the books be kept?" is a pertinent question. If there is money enough, with the first order a bookcase should be purchased, unless accommodation for the books was provided for when the building was first erected. If such were not the case, and the amount of money too small to make an expenditure for the bookcase possible, no embarrassment need be felt, for a small box fitted up with shelves may be made to answer every purpose. If no door can be had a curtain may be used to conceal the books from view and to protect them from the dust.

To arouse the interest of the pupils in the school library, the teacher must awaken that interest through his enthusiasm, by showing his love for good books. He might read to the school several interesting chapters from a book, then place it on the shelves with the remark, "You may take the book home and read it for yourselves if you like." If more than one pupil wishes to take the book he might suggest other books that the children might enjoy. Another plan would be to give references in geography and history bearing upon the topic under discussion. Individual pupils or a group will search for the data and report to the class. This accomplishes two things: something additional and interesting given to the class, and the pupils learn to study in groups.

Pupils should be taught the proper use and care of the books whether they be taken home or used at school. A strict account should be kept of every book that goes out of the room, and it should be returned at the end of the loan period or renewed. This necessitates the services of a librarian and one of the older pupils should learn to assume this responsibility. The far-reaching effect of a

school library has been summed up by Samuel Andrews, superintendent of Public Instruction, of Pittsburgh, in the following: "I feel confident that it will be a means of vitalizing the entire work of the schools, of awakening among the pupils that enthusiasm of good reading which is the highest guarantee of true culture, good and genuine character."

The following list of books is suggestive for use in school libraries:

LIBRARY LIST.

FIRST AND SECOND GRADES.

Alcott—The Candy Country. Little, Brown & Co.
 Bailey & Lewis—For the Children's Hour. Milton Bradley Co.
 Davidson & Bryce—Busy Brownies at Work; Busy Brownies at Play.
 Newson & Co.
 Jackson—Cat Stories. D. Appleton Co.
 Montgomery—Chickens and Chicks. Barse & Hopkins.
 Potter, B.—The Tale of Squirrel Nutkin. F. Warne & Co.
 Skinner & Laurence—Dramatic Reader. A. B. Co.
 White—When Molly Was Six. H. M. Co.

THIRD GRADE.

Arabian Nights—Sinbad, the Sailor. Macmillan Co.
 Baldwin, James—Old Greek Stories; Fifty Famous Stories; More
 Fifty Famous Stories. A. B. Co.
 Brine, Mary D.—Little Lad Jamie. Dutton & Co.
 Wiggin & Smith—The Birds' Xmas Carol. Little, Brown & Co.
 —The Posy Ring. Doubleday, Page & Co.

REFERENCES.

Andrews—Seven Little Sisters. Ginn & Co.
 Bass—Pioneer Life. D. C. Heath Co.
 Chamberlain—How We Travel; How We Are Fed. Macmillan Co.
 Chance—Little Folks of Other Lands. Ginn & Co.
 Dutton—Fishing and Hunting.
 Hallock—In Those Days.
 Pratt—America's Story for America's Children. D. C. Heath Co.
 Southworth—Builders of Our Country.
 Welch—Colonial Days.

FOURTH GRADE.

Hancock, Mary—Children of History; Early Times; Later Times.
 Little, Brown & Co.
 Harris, Joel C.—Little Mr. Thimblefinger. H. M. & Co.
 Holbrook, Florence—Northland Heroes. H. M. & Co.
 Johnston, Annie Fellows—Two Little Knights of Kentucky; Giant
 Scissors. Doubleday, Page Co.

- Laboulaye, Edward—*Fairy Tales of All Nations*. Harper Bros.
 Mabie, H. Wright—*Heroes Every Child Should Know*. Doubleday,
 Page Co.
 Sydney, Margaret—*Five Little Peppers*. Lothrop, Lee & Shepard.

REFERENCES.

- Carpenter—*North America; South America*.
 Chamberlain—*How We Are Sheltered*. Macmillan Co.
 Guerber—*Story of Thirteen Colonies*. A. B. Co.
 Hodgden—*First Course in American History*.
 Hall—*Viking Tales*.
 Eggleston—*Stories of American Life and Adventure*.
 McMurry—*Pioneers of Land and Sea*.

FIFTH GRADE.

- Alcott, Louisa—*Little Men; Little Women*. Little, Brown & Co.
 Carroll—*Alice's Adventures in Wonderland*. Crowell or Harper &
 Bros.
 Lanier—*A Boy's King Arthur; A Boy's Froissart*. Scribner Sons.
 Macerlinck—*The Bluebird*. Silver, Burdette Co.
 Seton, Thompson—*Two Little Savages*. Scribner Sons.

REFERENCES.

- Chamberlain—*The Continents and Their People*. Macmillan Co.
 Carpenter—*Geographical Readers; Readers on Commerce and In-*
dustry.
 Sutherland & Sanford—*Our Own Country and Her Possessions*. Sil-
 ver, Burdette Co.
 McMurry—*Type Studies From U. S. Geography*. Macmillan Co.
 Montgomery—*Beginners' American History*. Macmillan Co.
 Sparks—*The Men Who Made the Nation*. Macmillan Co.
 Century Historical Readers; *Westward Movement; Explorers and*
Settlers. Century Co.

SIXTH AND SEVENTH GRADES.

- Bishop—*Panama, Past and Present*. Century Co.
 Field—*A Little Book of Profitable Tales*. American Book Co.
 Hall—*Men of Old Greece*. Little, Brown & Co.
 Hale—*The Man Without a Country*. Little, Brown & Co.
 Hawthorne—*Grandfather's Chair*. Crowell Co.
 Kirk & Green—*With Spurs of Gold*. Little, Brown & Co.
 Kingsley—*Westward Ho*. Everyman's Library.
 Tarkington—*Penrod*. Doubleday, Page Co.
 Thurston—*Mistress Brent*. Little, Brown Co.
 Parkman—*Oregon Trail*. Little, Brown Co.
 Jackson—*Ramona*. Little, Brown Co.
 Strange Stories of 1812; *Strange Stories of Revolution*. Harper
 Bros.

THE GARY SCHOOLS—AND SUPERVISION.

".....The principle of supervision is firmly established by nation-wide practice, not only in educational administration but in the large hard-headed money-making commercial enterprises as well. School supervision is not on trial in Maryland, but this State has her school officers and teachers on trial, giving them an opportunity to measure up to their possibilities through school supervision."—*Report Maryland State Board of Education, 1916.*

It may fairly be said that the most widely-advertised educational experiment in the United States at this time is the remarkable piece of work going forward at Gary, Indiana. Most of us know something about it, and many persons think they know a great deal about it; but as is so frequently the case in strikingly new manifestations in every line of human activity, rumor and prejudice and "they say" have, in the case of the Gary schools, reduced much of what we know to an amazing mass of misinformation compounded of part truths and whole untruths perpetuated by the strong approbation of its supporters and the violent prejudices of its antagonists. The article reprinted below is, perhaps, one of the clearest expositions and sanest criticisms of the whole movement; and, in addition to these rather unusual merits, it is, in view of the emphasis of the author's comment on the absence of supervision at Gary, of special moment to Maryland school people, one of whose principal problems for the next few years will be the organization in each county of a competent supervisory staff. (The italics do not appear in the original article.)

IMPRESSIONS OF THE GARY SCHOOL SYSTEM

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Five years ago it was the Montessori system; today it is the Gary system which is attracting the attention of the school world in the United States. The Montessori system, although not widely adopted, has undoubtedly exerted considerable influence upon school practice. The Gary system will do likewise. Some cities will attempt to Garyize their schools; others will be content with borrowing certain Gary elements. The Montessori system was of special interest to kindergarten and elementary teachers; the Gary system is of especial interest to school superintendents and members of school boards, officers concerned primarily with the organization and financing of schools. The claims of the Gary system may be summed up in a single phrase, "*economy and efficiency through superior organization.*" Somewhat more in detail, the fundamental claims made by Superintendent Wirt are that by the Gary system children gain twenty per cent. more time; instruction costs ten per cent. less and building and equipment cost forty per cent. less than under the ordinary system. The full significance of the saving secured by reducing the cost of instruction ten per cent. is evident only when we con-

consider that instruction is the largest single item of expense in every school system. More time is gained for the children by substituting a seven and one-half or eight and one-fourth hour school day for the ordinary five-hour school day. It is claimed that the cost of building and equipment is decreased by housing under one roof all grades from the kindergarten through the high school and also by making each school seat and desk serve for two children instead of one. This is done by dividing each class into two sections, "A" and "B" and by sending section "B" into shop, laboratory or playground while section "A" is occupying recitation or study room and vice versa. Instruction is cheapened by substituting departmental work and *dispensing with supervisors of special subjects*. Such supervisors in many systems draw large salaries, do little or no teaching and spend the major part of their time in working out courses of study, visiting and inspecting classes. *The Gary system maintains that in place of spending funds on supervisors, teachers of a high grade should be employed and if such teachers are employed, supervision is unnecessary. The Gary system pins its faith to the individual teacher and excludes the supervisor.*

The attention which the Gary system has attracted throughout the United States during the past five years, the movement to incorporate it in many systems, at the present time including New York City, would be a sufficient reason for a serious consideration of its claims. Nearly all that has thus far appeared in print concerning the Gary schools has been commendatory in the strongest terms. This is all the more significant in view of the fact that among those who have written upon the Gary system have been prominent educators and students of education. The school public is awaiting with interest a careful survey, now under way, the results of which will soon be made available. Nevertheless it may not be out of place to present at the present time a number of impressions gained during a few days sojourn in Gary, bearing in mind that these judgments are offered merely as impressions and are subject in a number of cases to modification should future data justify such modification. It should be noted, however, that although it may take a year or even longer to determine certain results of a school system, there are many conditions such as cleanliness, sanitary conditions, discipline, etc., which are readily apparent.

In judging the Gary system both with respect to the local situation and with respect to the feasibility of instituting it elsewhere, at least three conditions peculiar to Gary must be borne in mind. These conditions in many cases explain to a certain extent the unsatisfactoriness of certain features of the system as found in Gary and show that it is exceedingly difficult to pass final judgment upon it at the present time:

- (1) The population of Gary is, to a large extent, a transient one. The prosperity or hard times which mark the life of an industrial community tend to cause frequent changes in population.

To judge the soundness of the principles underlying the Gary system by the attainment of pupils now in school would be, to a certain extent, unfair.

(2) The second condition is the rapid increase in population which makes it difficult to supply school facilities at the rate needed.

(3) The schools are sadly lacking in financial support. The school tax is based upon a valuation estimated on an average of eighteen months previous to the time when the tax is collected; meanwhile the multiplication of industrial plants has brought in hundreds of children who must be cared for. The schools are consequently overcrowded and the number of teachers insufficient.

With these special conditions in mind, we may now turn to a more direct consideration of the Gary system and the validity of its claims. The final result of a brief but careful inspection of the Gary school system can hardly fail to lead an unprejudiced observer to the conviction that the Gary system *can neither be accepted nor condemned in toto*. At least eleven characteristics of the system deserve commendation. Our attention will be given to these first.

(1) One of the professed aims of the Gary system is to provide within the school itself abundant opportunity for work and for play as well as for study. The Gary system sets aside two hours for play and for work in some form for nearly every child. Few school systems have made such a generous provision for play. The Emerson school has a playground of three acres for about two thousand pupils. These playgrounds are well equipped. Both schools have excellent gymnasiums and separate swimming pools for boys and girls. The Gary system is in the first rank from the standpoint of the provision it makes for playgrounds.

(2) The course of study has been enriched by introducing into it many activities which are designed to bring the child into contact with vital social interests and to afford him some direct preparation for earning a livelihood.

(3) Cultural studies are not neglected. Such studies as music, art and the languages are given a prominent place in the school program. Music and art form a part of the education of every child. Every effort is made to acquaint the students not only with current literature but with the English classics as well. The works of the English classical writers are included in the course of study and their volumes occupy a conspicuous place in the library where definite instruction in the use of books is given to the children by trained librarians. That the traditional cultural studies are not neglected is further evident from the fact that the number of students studying Latin in Gary exceeds the number studying French and German. This, of course, in the minds of many may be a questionable merit.

(4) The course is not made subservient to local industrial interests. The question has frequently been raised by those who have not visited Gary as to whether the schools were not over voca-

tionalized and also whether the industrial trend of the schools is not dominated by local industries for the purpose of supplying Gary shops with workers. Nothing observed in the schools would justify any such conclusion. Moreover, teachers in charge of non-vocational studies flatly denied this implication. On the contrary, they stated that no effort is made to teach the trades and occupations carried on in local industrial plants. They explained this by saying that Superintendent Wirt maintains that the chances of those who are now children remaining in Gary after they have reached adult years is so small that such an aim would be unwarrantable.

(5) The Gary program is flexible rather than uniform and rigid. Instead of attempting to establish the same program for all schools throughout the city, the program of each school is adapted, so far as possible, to the needs of the district which it serves. More than this, the program is arranged in such a manner that boys and girls who desire to work outside of school hours are given an opportunity to do so.

(6) The discipline in the Gary schools is based upon principles thoroughly in accord with the best understanding of child nature. Freedom and independent action are encouraged. Pupils leave their seats as necessity dictates, not as the arbitrary decision of the teacher permits. They move freely about the halls. The success with which this type of discipline is being carried out in Gary is, however, open to serious question but this aspect of it is reserved for consideration in a subsequent paragraph.

(7) Teachers are encouraged to show spontaneity and initiative in their work. This is done (1) *by doing away with supervision*; (2) *by excluding any rigid system of controlling the manner in which periods of instruction are to be used*; (3) by definitely encouraging the individual teacher to experiment with original methods of teaching.

(8) More advanced or older students render assistance in laboratory and shop. As the result, pupils are taught to make some return for what they receive from the community. Further, a sense of responsibility is developed. Moreover, by this means, younger students are thrown gradually into types of work which will be open to them later on if they choose to enter them.

(9) The policy of gradually familiarizing students of lower grades with the work of the upper grades is a commendable feature of the system. In addition to the method presented in the preceding paragraph, a number of others are employed. In the auditorium during assembly periods, upper classes present types of their work for the benefit of the lower classes. Exhibits of various sorts are displayed in the halls. Among these may be mentioned historical, geographic and physiographic maps, charts and models, photographs of the occupations carried on in various shops and laboratories.

(10) The Gary schools, so far as possible, are made to serve the entire community. "All the schools all the time for all the people"

is a Gary slogan. Some of the means employed to realize this aim are (1) extension classes for adults; (2) a four-semester plan; (3) keeping the schools open evenings and on Saturday for children who are behind in their studies or who are especially interested in a particular type of work.

(11) The teaching force connected with the Gary schools has an attitude toward their work and toward their pupils that impresses one as being unusually sympathetic and co-operative. The teachers with whom I talked seemed to be thoroughly interested in the children under their instruction and in the system and to believe in the sincerity which animates the plan. None with whom I talked made any complaint regarding the long hours or being overworked. One stated definitely that Superintendent Wirt is opposed to teachers working after school hours and over against the long school day she set the fact that most teachers, when they left the schoolhouse, left their school duties behind them.* From this brief survey of the merits of the Gary system, let us turn to the other side.

The Gary system points with pride to the fact that *it cuts the cost of instruction by doing away with supervisors. Supervisors are regarded as an expensive superfluity, yet on every hand in the Gary schools are conditions which would not be tolerated elsewhere and which adequate supervision would remedy at once.* The individual teacher always tends to become absorbed in the subject he is teaching and consequently oblivious to physical conditions. Moreover it may seriously be doubted whether there is any system in the United States which is prepared to pay the salaries necessary to secure a body of teachers of such quality as to need little or no supervision. In every system will be found a *small number of teachers who perhaps need no supervision, a considerable number who need little supervision, a large number who require much supervision.* The salaries which Gary is paying at the present time will be discussed later. It may not be out of place here to note in passing that they are *not* such as to warrant any belief that the quality of teachers secured will be such as to *make possible doing away with a large amount of supervision without disastrous results.*

The first evidence of the need of supervision which I observed in the Gary schools was dirt. The fact that Gary is an industrial and therefore a smoke-ridden city might be some explanation for a degree of griminess in classrooms and laboratories but it can hardly be offered as an excuse for the total general lack of tidiness which began in the large outer office of the superintendent where scraps of paper littered the floor and extended to the toilets in the basement. A State inspector of schools, from another State, re-

*This should be compared with statement that "Practically every teacher in the system teaches night school not from choice but from necessity."

marked, as we passed out of one of the rooms, *that the Gary schools—unless they cleaned up—would be dropped from the approved State list of schools in his State.*

Another crying evidence of the need of supervision is the *almost universal indifference to proper light conditions and the sinful injury being done to the children's eyes in not one but in many rooms.* In the Emerson school, an English class sat in the front part of a science room. It was a study period. The portion of the room which the class occupied was surrounded by three solid walls. Conditions were made worse by cross lights caused by a certain amount of daylight filtering through from windows at the back of the room. Every child in the class appeared to be straining his eyes. Several of them held their books high above their heads in an endeavor to bring their texts closer to the artificial lights. Even worse conditions existed in a room in Jefferson school where moving pictures were being shown. As a member of a committee investigating moving picture houses, I have had the opportunity of seeing a great variety of moving picture screens. The moving pictures on the screen in the Jefferson School were so dim as to be almost indiscernible. In addition to this, there was a continuous succession of violent flashes. It is difficult to understand how the children could endure looking at the screen at all. Those in charge of the exercise appeared oblivious to everything except the story they were presenting. At the Froebel School, similar evils were apparent and a similar indifference to the pupils' eyes. In one room we visited the teacher had placed his portable blackboard in a corner where there was almost no light. The small group of boys to whom he was describing the drawing had evident difficulty in seeing the lines. Nevertheless the blackboard remained in this, the darkest corner of the room although there was plenty of space elsewhere in the room where the blackboard could have been placed and where the light would have fallen upon it.

One of the most important means by which Gary attempts to save money is *by making the same seat and desk serve two different children* by the plan described in the opening paragraph of this article. The dangers of such a policy are great, especially in overcrowded communities. Sooner or later, there is bound to come a time as the result of overcrowding when the pupils of one grade will be placed in seats purchased for another. Gary has not escaped this evil. We found one class of high school students, seniors we were informed, occupying grade school seats. They sat with their knees hunched up towards their chins and their bodies twisted. At the present time we are endeavoring in our schools to adjust both the seat and desk as accurately as possible to the physical measurements of the individual child. The Gary platoon system makes such an attempt absolutely impossible unless the seat and desk are adjusted during the school day, a thing which is not likely to be done. Moreover, in Gary we found few adjustable seats.

One of the outstanding features of the Gary system and one which it emphasizes are the *auditorium exercises*. These exercises are in many cases, no doubt, beneficial but the advantages can not be attributed to the policy *per se*. The advantages every time will depend upon the character of the exercise and the character of the exercises cannot be guaranteed without careful supervision. Left to the judgment of the individual teacher such exercises as one of those we attended in the Froebel School will be frequent. The temperature in the auditorium when we entered it was probably 80 degrees. *The children were restless, inattentive and gazing around.* One of the exercises consisted of a lecture on the mechanics of stoves given by one of the shop instructors. It was given in *language suited to a university class*. The room was filled with children of a wide range of grades and ages. Needless to say, the lecturer received little attention from his audience. Not only were the majority of children almost entirely inattentive, but *there was so much talking in an undertone that only the pupils in the front part of the room could hear what the lecturer was saying.* One of the supposed benefits of these exercises is that children are taught how to conduct themselves in such assemblies.

The amount of time allowed for play in the Gary system commends it to all who believe that the physical nature of the child should receive first consideration. However, if children need two hours of play during an eight-hour school day, the question at once arises whether these two hours might not better be divided into three 40-minute periods or four 30-minute periods rather than into two periods of an hour each. Moreover, in order to meet the desire of certain students to work outside of school or to attend classes for religious instruction, both of the two much lauded play periods have been placed at noon in some schools. In other instances one play period comes at the beginning and one at the end of the day's session. *The result is that many children have no play period during school hours.*

The success with which the principles of liberty and freedom are being applied to discipline in the Gary schools both within and without the classroom is doubtful. The conduct in the corridors of the older pupils who are supposed to be upon a basis of self-control in many instances was loud and vulgar. We passed girls jouncing each other around in the halls and talking loudly. In a word, in the absence of traditional discipline, roughhouse manners prevailed. In many classrooms the instruction was good and the pupils attentive; in many others, the pupils gave little or no attention to the lesson and the teachers had to make frequent appeals to them for attention and attention, when given, was given with the air of conscious condescension. In one class the teacher threatened to give up the lesson altogether unless the pupils stopped lashing each other's faces with the pussywillows which were supposed to be the subject of this lesson.

Any system which claims to provide education at a reduced cost while at the same time enriching and socializing the course of study is bound to receive a public hearing. Any system, however, which bases its claims to consideration upon the basis of cutting down the cost of equipment and of instruction may well be viewed with suspicion at the present time. Contrary to opinion, widely current outside of Gary, the salaries of the teachers are lamentably low. In one of the offices were tables and charts giving data with reference to the teachers' salaries. According to these charts the median of living expenses of Gary teachers is \$1,046.50. The median of total earnings from teaching, *including outside lessons and night school work*, is \$881.04. *We were informed that practically every teacher in the system teaches night school not from choice but from necessity, as the contract salary does not meet the living expenses. The median contract salary of 134 teachers is \$796.50. A large number of teachers receive salaries ranging from \$500 to \$600 per acre. Of these 134 teachers, only 35 per cent. do not contribute toward the support of others. Of the 65 per cent. who do contribute to the support of others, 44 per cent. are responsible for such support.**

From our survey of the merits and defects of the Gary schools, we may now turn to a few concluding impressions. A glance at the eleven features commended in the earlier paragraphs will reveal the fact that none of them are features peculiar to Gary and also that they are not the features upon which Gary bases her claims for consideration. *Defects which in other systems might be passed over somewhat leniently cannot be overlooked in the Gary system because it is being presented to the school public as a model and because many systems and superintendents are approaching it from this standpoint.* Such a claim justifies a careful scrutiny of every practice.

Judged by school conditions observed in Gary at the time of my visit in the spring of 1916 the Gary system is an irrefutable argument against its own policies. *It is a monument to the need of supervision, the evils arising from the lack of the same and the folly of economy sought through the channels Gary utilizes.* I have never seen within the same amount of time and within the same number of classes in any other system of the same size the laws of child life, both physical and mental, so flagrantly violated. For the school

*Subsequent to the writing of the present article there has appeared in the "New Republic" (July 1, 1916) an article entitled "The Teachers and the Gary Plan." This article states that "Only New York and three or four cities on the Pacific Coast give their elementary teachers a higher average income than does Gary." It continues, "The average salary of persons actually in charge of elementary classes is \$895, and exclusive of additional pay for evening classes and summer work."

I can only say that the figures I have given were, as I have already stated, taken from charts compiled by the Gary school authorities themselves to be used, I was informed, as campaign material in an effort to get the salaries of Gary teachers raised to a living wage. The impression concerning the status of teachers' salaries in Gary conveyed by the article in the "New Republic" is in every respect contrary to that conveyed by the charts exhibited. It should be noted that the data given in the "New Republic" present averages whereas the charts gave medians.

world at large, Gary may serve in some respects as an example; but in quite as many others as a warning. Perhaps the greatest service it has performed is to be found in the fact *that it has provoked discussion and stimulated thought*. However unwise it would be to install it elsewhere, certain features of it can be incorporated with advantage in a large number of school systems. The Gary system probably contains no feature not to be found in many other less heralded school systems; nevertheless it has brought together in a manner witnessing to the originality and initiative of its Superintendent a multitude of excellent features which, although heretofore found in many individual systems have perhaps never or seldom been so ingeniously unified. It has organized them and created a unique and interesting situation.—*Reprinted, by permission, from "Educational Administration and Supervision," October, 1916.*

TEACHING READING IN A COUNTRY SCHOOL.

Although teachers differ in the detail of the methods they use, and though not all find the same devices best suited to their several needs, there are certain principles that underlie all good teaching.

The following account descriptive of the methods and devices used by a teacher of a one-room country school in teaching reading may furnish a basis for discussing the subject at a meeting of teachers of one-room schools or at a meeting of teachers of the lower elementary grades. Such discussion might well center about the following or similar questions:

What principles of good teaching in the teaching of reading are evidenced by this teacher? What is meant by "thought back of the symbol?" What unsound assumptions are made? To what extent may any other teacher succeed by using the same methods and devices?

HOW I TEACH READING.*

MARIE J. TUBMAN.

There are at least three generally recognized methods of teaching reading: First, by teaching sight words with the thought back of the symbol; second, by teaching the sentence; and, third, by the aid of phonetics. When a child is old enough to attend school, his vocabulary is usually about two thousand words. This must be further built up by means of sight words followed by drills; and then, with the help of phonetics, he will be able to get words for himself.

I begin by teaching the sentence. If the child comes from a cultivated home, he will have been accustomed to speak correctly, and there will probably be little difficulty in teaching him the sentence. But in his case, as well as in that of some less fortunate child, we must begin from the first to teach him to answer in sentences.

Lessons for the first five or six weeks are from the blackboard or from printed cards. The every-day experiences of the child—such as relate to birds, flowers, pets, toys, animals, or the home and games, nursery rhymes, First Reader lessons, literature stories, poems, and pictures, may be used as material.

I begin by giving the child a ball or some other object, then ask that he tell what he has. Most likely this question will be answered by a single word; but if we help him a few times, showing him how to "tell all about it," he will overcome the tendency to reply in one

*Read before a group of primary and one-room school teachers in Dorchester County, April 5, 1917. Copy furnished at the request of the State Superintendent, who had a representative at the meeting.

word, and learn to answer in sentences. Then I write the sentence on the board and call attention to the particular words. With the thought back of the symbol, the pupil will at once begin to recognize the individual word. The words and the sentence are so blended that the pupil's mind is not littered with a lot of disconnected word forms, nor with a lot of unanalyzed sentence forms.

I introduce phonics by taking some word in the sentence, such as "cat," and analyzing it by selecting the phonogram "at," and sounding various letters before it, to make "cat," "rat," "sat," "mat," "hat," etc., being sure to sound the letter so the children may understand how the parts are blended. Later, they may blend several sounds together, and use with the phonogram. Phonics are not only the keynote by which the pupil may discover new words for himself, but are a means of acquiring clear, clean-cut enunciation and pronunciation, which should be insisted upon at all times. As pupils will instinctively form the habit of not sounding the final consonant, and will call "an" instead of "and," "fas" for "fast" and "kep" for "kept," this must be carefully guarded against.

We must now begin to drill, and it is very necessary that this be done through the play instinct. A game may be played with "perception cards." Some child is to be given all the cards, and may hold one at a time in front of the class. The first child to tell the word gets the card, the object of the game being to see who can get the most cards.

Pictures also may be used in drill, as those of "home," "school," "mother," the children being asked to find the word and lay it on the picture. Pupils may be asked to select certain words in a sentence, as "mouse," "dog," "came," etc., also to look at a sentence on the board and make it with word cards on the floor. Drill may likewise be carried on by holding action words up before the class, and letting the first child perform the action to suit, as "run," "jump," or "sing"; the next child performing other actions to suit the words, and so on. Children enjoy doing these things, and it certainly goes a long way toward fixing words in their minds.

The drill in phonics is continued in the early part of the second grade. If a nursery rhyme like "Jack and Jill" is to be taught, I first arouse the child's interest by telling the story and letting him see the picture that illustrates it; then I place the rhyme on the blackboard, repeating each line as it is written. Some child will be able to find "Jack," "Jill," "hill," and "pail." These words may be underlined and the child asked to point to them several times. New sentences may then be so arranged that the pupil will be able to recognize by comparison, the words to be compared being placed directly over one another; as, "Jack went up a hill," "Jill went up a hill," "Jack fell down the hill," "Jill fell down the hill." Then words may be written on different parts of the board to see if the children can recognize them independently.

Guided by words in the rhyme, we may work up another story. The children can help in this if the teacher will offer a few suggestions; for example:

"Two little kittens sat upon a hill.
One was named Jack. One was named Jill.
Run away, Jack. Run away, Jill.
Come back, Jack. Come back, Jill."

In this same lesson, we may further build up the child's vocabulary by selecting the word "Jack" and teaching the phonogram "ack." We might draw a house and play that it belonged to Ack and his family of Jack, Sack, Tack, Rack, Pack, etc., placing all the words inside the house. Then in the same way we could teach the phonogram "ill," and the words belonging to the "Ill" family. In line with this work, although it would come at a later period in the grade, we might list names of the human family on the blackboard; as, "home," "father," "mother," "baby," and build up a reading lesson from these words, thus teaching not only a valuable reading lesson, but also simple lessons in composition and English at the same time.

A reading lesson may be made more interesting by having pupils select certain characters in the story. For instance, in the story of the "Blind Man" in Brumbaugh's "First Reader," one child may read the part about the little girl, another that of the blind man, another child taking the mother's part, and another the teacher's. Review lessons can be made more interesting by having the children find the lesson from which the selection is taken.

Last of all, the story may be dramatized. This is especially good work, because it teaches the child self-reliance, and cultivates a better expression. All children have the dramatic instinct, and many of them are natural actors. They love to act their fairy stories—to represent "The Country Mouse and the Town Mouse," for example, "The Three Little Pigs," or some other story. "Let's pretend" is a childish phrase, ever ready on childish lips. In the child's imagination, a desk becomes a throne, a space railed off by two chairs becomes a queen's bower, and a stick wound about with the merest form of tinsel is a wand with which to conjure spirits.

But children must not be afraid to let their imaginations play because the teacher is present. Indeed, the teacher may sometimes take the part of Mother Hubbard in "Mother Hubbard's Party," or of the Red Hen in "Red Hen's Nest," and add greatly to the interest. It is not necessary in dramatizing a story to use the exact words of the book. If the children are familiar with the story, their own words are preferable.

The second grade is more independent than the first. Pupils have acquired a certain number of stock words, are familiar with phonics, and are able to work out easy lessons unaided. One of the purposes of the teacher now should be to teach the child to use a

book intelligently by himself. The work that a pupil does at his seat is no less important than what he does in class. There should therefore be frequent exercises in silent reading, not followed by oral reading, but by spirited questioning. First, a talk about the lesson as a whole—What is it about? Who is Mary? Who is John? etc.,—the aim being to bring out the salient points, and make sure that silent reading has given a grasp of the selections as a whole.

The teacher will then need to teach the pupils how to set themselves tasks. The following are suggestions: First, make a list of new words found in the lesson; second, of the people in the story; third, of words hard to pronounce; fourth, of words hard to spell; fifth, of places in the story; sixth, of birds, flowers, or trees; seventh, suggest a different title for the story; eighth, tell how many incidents it contains; ninth, tell which person or persons you liked best, and give reasons.

In the first grade and early part of the second, new words are taught by means of phonetics or, if unphonetic, by sight with thought back of the symbol; in the latter half of the second grade and in the third grade, words are taught by dividing them into syllables.

When the third grade is reached, the aim should be to make the pupil independent within the limit of his ability in silent reading, by recognizing the secondary importance of oral reading. He should know how to attack new words, and should be encouraged to look for the important thought in what he reads. If he gets this power in silent reading, then his oral reading will be easy and natural, rather than in haphazard and broken fragments.

FREE MATERIALS USEFUL IN TEACHING GEOGRAPHY.

By SUPERINTENDENT BYRON J. GRIMES.

The following list of free materials was prepared at the suggestion of Miss Bamberger in the Johns Hopkins Summer Session of 1917, for the use and convenience of the teachers of Maryland. Many of the pamphlets included in this list are prepared and distributed purely for advertising purposes, but this does not detract from their value. Their splendid illustrations and their descriptions full of graphic detail, supplementing the skeleton-like school texts, add to the interest in this subject to a remarkable degree.

For the purpose of making the list useable and convenient the suggestions found in the above named report have been followed. That is, the publications are listed under headings of countries, states, or cities of which they are descriptive, which headings are in turn listed alphabetically.

This report is made to include some exhibits which may be had free or at a very small cost. That these commercial exhibits have a place in the schoolroom to illustrate subject matter and inspire children to investigation is rapidly impressing itself upon teachers. It is to be hoped that these exhibits will furnish inspiration for the collection of a good school museum. There is enough material near the schoolhouse for a large number of helpful collections. The fish and shellfish of the river, the frogs of its banks, the insects and plants of the dooryard, the birds in the trees, the animals near by, the minerals, rocks and fossils of the hills, all offer useful material for research, education and recreation. Such a collection will furnish splendid opportunity for each pupil to observe and investigate, to draw conclusions, to think for himself rather than merely to memorize what is read in text-books or told him by the teacher.

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Wheat.

Handling Wheat from Field to Mill, by L. A. Fitz, 1910. Circular 68. Plant Industry Bureau, Washington. Supt. of Documents, Washington. 5 cents.

From Wool to Cloth, 1911. American Woolen Co., Boston. 1 cent.

Style and Story of the Glove. Ireland Brothers, Johnstown, N. Y.

American Steel and Wire Co., 115 Adams St., Chicago.

David Maydale Hammer Co., Norwich, Chenango Co., New York.

Nicholson File Co., Providence, R. I.

Stanley Level and Rule Co., New Britain, Conn.

Le Pages Liquid Glue Co., Gloucester, Mass.

Hamburg Button Co., 251 N. J. R. R. Ave., Newark, N. J.

Geo. A. Clark and Bros., Cotton, 80 White St., New York City.

Pacific Mills, Cotton, Boston, Mass.

Sherwin & Williams Co., Paint, Newark, N. J.

Woodstock Company, Wood, 30 Church St., New York City.

German-American Button Company, Rochester, N. Y.

American Pin Company, Waterbury, Conn.

H. Milward & Company, Needles.

Zian Lace Industry, Marshall Field Co., Chicago, Ill.

Dr. W. E. Taylor, Director Soils Culture Dept., Deer & Co., Mobile, Ill.

A. W. Mumford, 536 S. Clark St., Chicago. (Picture Catalogue.)

MISCELLANEOUS.

Big Trees.

Secret of the Big Trees, Yosemite, Sequoia, and General Grant National Parks, by Ellsworth Huntington, 1913. Interior Department, Washington. Supt. of Documents, Washington. 5 cents.

Cliff-Dwellers.

Haunts of Primitive Man. No date. Sante Fe. 1115 Railway Exchange, Chicago.

Maps.

How to Use Desk and Wall Outline Maps, by L. P. Denoyer. No date. A. J. Nystrom & Co., 623 S. Wabash Ave., Chicago. Also publishes How to Use Blackboard Outline Maps, by L. P. Denoyer and A. H. Sanford. No date.

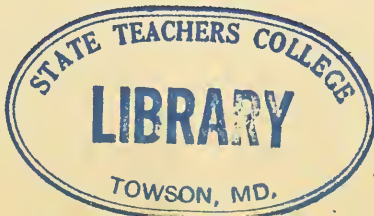
Publications of the United States Government relating to Climate, Earthquakes, Floods, etc., 1916. Supt. of Documents, Washington.

Railroads.

See America, and Historical and Geographical Treatise on the Baltimore and Ohio Railroad, 1916. Baltimore and Ohio Railroad, Baltimore.

Transportation.

Principal Transportation Routes of the World. Supt. of Documents, Washington. 25 cents. Size 22 by 53 inches.



Water Power.

Electric Power from the Mississippi, a description of the water power development of Keokuk, Iowa, 1913. Mississippi River Power Co., Keokuk, Iowa.

EDUCATIONAL EXHIBITS.

This list has been compiled from answers to letters sent out to practically all of the American firms listed as well as to others not listed. Some of the exhibits cost too much for small schools, but are included to make the list useful to large schools.

Baking Powder.

Royal Baking Powder Co., 135 William St., N. Y. Exhibits of cream of tartar in its different stages. Free to schools in which domestic science is taught.

Chocolate.

Huyler's, N. Y. City; Walter M. Lowney, Boston, Mass.

Flour.

Washburn-Crosby Co., Advertising Department, Minn. Illustrates the different stages of wheat as it is manufactured into flour. Also charts showing dissected wheat kernel and a sectional view of simplified flour mill.

Leather.

Pfister and Vogel Leather Co., 447 Virginia St., Milwaukee, Wis. Sample folder of different kinds of leather to show how leather is tanned. 25 cents.

Stockings.

Wayne Knitting Mills, Fort Wayne, Ind.

Pencils.

Eberhard Faber, 37 Greenpoint Ave., Brooklyn, N. Y. Steps in the manufacturing of a pencil from crude graphite and cedar strip to the finished product. Free. Furnished only to large schools and libraries, etc., as supply is limited.

Rubber.

Hartford Rubber Co., Hartford, Conn.

Silk.

Nonontuch Silk Co., Florence, Mass.
Brainerd and Armstrong Co., New London, Conn. Educational silk culture cabinet for school use. Contains samples of eggs of silk-worm moth, silkworms at different ages, chrysalis, cocoons and the finished product. \$2.50.

Watches.

Elgin National Watch Co., Elgin, Ill. Small tray of material in process of manufacture. Free to schools.

Corn.

Corn Products Manufacturing Company, Chicago, Ill.

Cotton.

Hoosier Sheetin^g Company, Cannelton, Ind.

Wool.

Lone Star Woolen Mill Company, Minneapolis, Minn.

Globe Woolen Company, Utica, New York.

Thomas Oakes & Co., Bloomfield, N. H.

Meat.

Morris & Company, Chicago, Ill.; Armour & Company, Chicago, Ill.

Thread.

Clark Thread Co., East Newark, N. J.

Paper.

Butler Paper Company, Monroe Street, Chicago, Ill.

Manila Hemp.

International Harvester Co., 7 Monroe Street, Chicago, Ill.

McCarmich Twine Company, Chicago, Ill.

Spices.

Thompson, Taylor & Co., Michigan Avenue, Chicago, Ill.

Shears.

J. Weiss & Sons, Newark, N. J.

Veneer Woods.

Acme Veneer and Lumber Company, Cincinnati, Ohio.

W. W. Kimball Piano Company, Chicago, Ill.

Asphalt.

Trinidad Asphalt Company, St. Louis, Mo.

THE HIGH SCHOOL FACULTY MEETING.

ITS PARAMOUNT IMPORTANCE TO THE TEACHER AS A MEANS OF IMPROVEMENT IN SERVICE.

The fundamental purpose of a school, the primary object for which it is conducted, its only excuse, indeed, for existence as a public institution, is the efficient impartation of instruction to its pupils—efficient, craftsmanlike teaching. This quality of teaching is most often found in the kindergarten, and next most frequently in the elementary school; but the high school is so new and is growing so rapidly and in so many different directions at once that its subject-matter has not been so well organized or its teaching so well methodized as is true of the elementary school. Moreover, as many of our high school teachers had their training in preparation for grade work, where they handled all the subjects taught, and where they taught the same children for a whole term or a whole year, the command of subject-matter and of high school adolescents is noticeably less firm than in the grades. For these, among other reasons, it is particularly true of high school teaching that the most insistent need is a higher level of instruction; or, to put it another way, since many of our high school teachers are inexperienced or since, owing to the demand for high school teachers arising from the remarkably rapid increase in high school enrollment in the last decade, they come into the high school without special training for secondary work, the necessity for improvement of the high school teacher in service is perhaps more urgent than in the elementary field. When it is recalled that our high schools are largely staffed by women, and that this means a high degree of instability in personnel—in Maryland we had 250 women as against 160 men teachers in our high schools in 1916-1917—this conclusion becomes the more obvious.

Though it is true that summer schools offer strong courses in high school work, both in subject-matter and in method, and that more than half of the high school teachers of the State are attending such courses this summer, it is nevertheless a fact that, except in special cases, a teacher will not be likely to go, to the summer school more often than once in three or four years; and even then he may not find the exact courses he is seeking. But the work of teaching goes steadily on, and the necessity for its improvement increases each year. What means of improving his work, then, are available for the sincere, ambitious teacher who is daily engaged in the classroom?

Apart from attendance upon summer courses or regular college work in residence, there are several methods of self-improvement open to ambitious teachers. It is not meant here to minimize in the slightest degree the value of summer courses—for most of us they are in-

dispensable; but, as was said above, three years is a long while in secondary education in these days, and the need for daily improvement in our classroom practice is constantly felt. This need can be met by pursuing one or more of the plans suggested below; and, in the main, adherence to the course adopted will not only result in a better grasp of the high school problem as a whole, but will give the teacher himself the thing all good teachers most desire—greater skill in the actual daily work of teaching.

During the school year there are afforded the following means, among others, of professional improvement, which if seriously adhered to and conducted along the general lines herein suggested, comprise a professional training of no small value, and one right at hand in every school, to be had for the mere planning. Chief among them are the study of books dealing with professional theory, with subject-matter, and with both general and special method as applied to the teaching of high school pupils; the pursuit of reading circle courses; the study of correspondence courses conducted under the auspices of recognized institutions; occasional carefully-prepared-for visiting of other teachers working in their classrooms; attendance upon worth-while educational gatherings; and the sane and careful use in the classroom of one or two of the standard tests, followed by the preparation of a paper intended to interpret what the test has shown. The present contention is that the best results in pursuing any of these plans will be attained by tying them up in some way with the professional faculty meeting of the school, if, indeed, they do not fully occupy the time devoted to the professional side of the faculty meeting.

It would seem elemental that every high school—indeed, every school of what kind soever, for that matter—should number among its regular routine occasions the stated faculty meeting; yet investigation shows that this extremely efficacious instrument is only too often neglected; or, if not entirely neglected, is devoted to a discussion of mere administrative or disciplinary matters. These constitute, it is true, a proper and necessary part of the business of a faculty meeting; but they are the lesser part. In view of what has been said above regarding the opportunities for teachers to improve themselves in service, and of the lines of work most of which are easily within the reach of every high school faculty and which constitute a perfect subject-matter for teachers' meetings, it would certainly appear that neither principal nor teachers genuinely interested in their work would ignore this conspicuous means of attaining, through conference and consultation, the prime object for which the schools are conducted, i. e., the acquisition, individually and as a professional group, of greater skill in teaching.

It may be that in some schools the faculty meeting has been tried and found valueless; if so, the strong probability is that the fault was that of the faculty and not of the meeting. A series of faculty meetings should be thoughtfully planned—planned, if possible, for a year

ahead. Certainly its work should be laid out early in the year as soon as the subject has been determined. And, assuming that a certain definite piece of work is to be done and brought before the meeting by each member, or that each member is to lead in the discussion of a definite chapter, or topic, or is to present his convictions as to the results of one of the standard tests, does not the faculty meeting assume the essential aspects of an educational course, the school itself functioning as the best type of practice school—best because it is an actual school under actual conditions?

In short, the faculty meeting furnishes the best means for the improvement of the teacher in service. It is the clearing-house of the school. Every teacher can contribute something and can learn something. It is the official board, the board of directors of the school. No going business concern could long continue without frequent conferences of its department heads; no live church can meet either its financial or its spiritual obligations without its vestry meetings; no city or State can conduct its business without a deliberative body; no organization dependent for its success upon the professional co-operation of human beings can afford to drift along with mere casual, irregular, loose meetings of the responsible heads. If this is true of these organizations, how much more definitely can it be affirmed of the public high school, whose principal is not a dictator, but, as his title indicates, the *principal* teacher among a group of teachers? It *may be* true that there are efficient public high schools without professional faculty meetings; it *is true*, universally, that those in which there are such meetings are on the way to being better schools.

As was intimated above, however, the meetings will not go of themselves; they need to be carefully planned and no less faithfully conducted. They do not constitute a panacea for high school troubles; they afford returns to the teachers only in proportion as the teachers invest time, thought, and work in them. The outstanding fact about the faculty meeting is that it affords, *in parvo*, and right at hand, an opportunity to grow professionally which clergymen, physicians, lawyers, and other professional people do not enjoy. The young teacher can listen and learn, and the older one can lead; and every one can get something and give something to every one else. For instance, in professional faculty meetings, the lack of coöperation among the teachers of the several subjects, that bane of high school teaching can be adjusted. It is a most instructive matter for a faculty to set itself, for instance, to the serious consideration of the maximum amount of work that should be assigned pupils carrying a given subject; and the teachers' meeting is the place where all should be heard and where the question should be settled. An inquiry of this nature would lead to the larger study of the reasonableness of assignments in a school; and this, in turn, would almost surely send everybody concerned to some such text as Hall-Quest's "Supervised

Study," and might result in a profitable study of the local conditions under which the students are working and even in some amelioration of those conditions.

Another problem sure to appear and demand consideration is that of co-operation of every teacher in attempting to improve the quality of the school's English. This question, insistent even in the most favored sections, is obviously acute in rural schools. Our professional journals carry capital discussions of it, and our professional meetings ring with pleas for adopting school policies regarding it; but the fact remains that, unless the teacher of English can by the irrefutable presentation of well-marshalled facts, rally all his colleagues to his assistance, the English in that school will run on to the end of time in the two types—English-class English and all other English. And the faculty meeting of each school is the place for the discussion of this problem, because it is devoted to conditions not in St. Louis or Boston, or even in Towson or Centreville, but in the very school whose faculty is working over the question.

Further, where regular meetings are held for the study of a professional text, every teacher is thinking and talking in terms of the school and of the local circumstances that condition the instruction in the school, and thus working at the most profitable sort of problem. It is doubtful whether such work done even at a good school of education, but without the constant, insistent pressure of the local problems, would inure to stronger professional growth and to the earlier exercise of initiative.

The difficulties in the way of holding such meetings as are here described may seem serious; but, in view of the fact that this is the most available means of self-improvement for teachers, they surely ought to be able to arrange for such gatherings not less often than once a fortnight; in fact, it will bear repeating that the faculty meeting for the consideration of professional questions should be a stated occasion on the school calendar.

Nor is the usefulness of the faculty meeting limited to the lines of work indicated above, for the benefits arising from the other two suggestions made earlier in this paper, i. e., visiting other high school teachers to observe and study their work, and attending educational meetings, may be largely enhanced if these trips are carefully planned beforehand and thoroughly worked over afterwards. Young teachers are likely to miss the best things in visiting unless they know exactly what to look for and what they may neglect; and all of us are the better for passing in review before our fellow workers what we have seen and learned that may make for our individual improvement and to the betterment of our school.

To summarize: The chief business of schools is the impartation of instruction. The high school has grown so rapidly that it has called into its service a high percentage of inexperienced teachers and of teachers trained for the elementary school. The largest problem of all American public schools is the improvement of the teacher in

the service, and, for the reasons named above, this problem is particularly acute in the high school. High school teachers do not generally attend summer sessions more often than once in three or four years. From every point of view, the regular stated professional faculty meeting offers the best opportunity for the continuous improvement of the quality of teaching in our high schools, and its fixed position as a definite item of the year's activities of a school is an unmistakable indication that that school is on the way to being a better one.

It would, therefore, appear that every interest and every activity of the school can be appraised and checked up by the teachers collectively; that the administrative and disciplinary problems peculiar to each school find their best solution through discussion in the faculty meeting, which insures united action on the part of the teachers; and that the professional progress of the high school teacher, which means his improvement in teaching, is most readily and certainly assured in a school in which the professional faculty meeting is a fixed feature.

Is it not, then, a fair question whether the schools which do not show this adjunct are or can be working at or even towards the degree of efficiency they ought to exhibit?

APPROVED HIGH SCHOOLS.

The following tables are significant as showing the strong growth in high school enrollment in Maryland during the last three years:

Increase in number of pupils, 1915-1916 over 1914-1915—787.
Per cent. of increase, 1915-1916 over 1914-1915—12 2-3 per cent.
Increase in number of pupils, 1916-1917 over 1915-1916—567.
Per cent. of increase, 1916-1917 over 1915-1916—8 per cent.
Total enrollment, 1914-1915 (*First and Second Groups*)—6,213.
Total enrollment, 1915-1916 (*First and Second Groups*)—7,000.
Total enrollment, 1916-1917 (*First and Second Groups*)—7,567.

It is worthy of note that, except for five (5) pupils, the entire increase in enrollment in 1916-1917 was made by the first-group schools—that is, the first-group schools as a group show an increase of 562 pupils, as against an increase of five pupils in the second-group schools as a group. Sixteen of the forty-two second-group schools enrolled fewer pupils than in 1915-1916, as against five of the thirty first-group schools which show an enrollment smaller than in 1915-1916. The total gain of 567 pupils was made in fifty-one of the seventy-two schools, i. e., in twenty-six schools of the second group and in twenty-five schools of the first group.

FIRST GROUP

	Name and Location	Principal, 1916-1917	Enrollment		
			1914 1915	1915 1916	1916 1917
1	Alleghany Co. (Cumberland).....	William M. Tinker....	222	282	380
2	Central (Lonaconing).....	Arthur F. Smith.....	94	106	114
3	Beall (Frostburg).....	O. R. Rice—S. R. Gould.	152	201	222
4	Annapolis (Annapolis).....	Louise Linthicum.....	180	165	206
5	Catonsville (Catonsville).....	R. Edw. deRussy.....	122	156	189
6	Franklin (Reisterstown).....	Addison J. Beane.....	151	189	236
7	Towson (Towson).....	Arthur C. Crommer...	193	259	378
8	Sparrows Point (Sparrows Point)	Joseph Blair.....	96	100	107
9	Caroline (Denton).....	Howard D. Evans.....	112	108	105
10	Westminster (Westminster).....	Charles H. Kolb.....	115	112	152
11	Cecil Co. (Elkton).....	Edwin B. Fockler.....	116	127	138
12	Cambridge (Cambridge).....	E. C. Seitz.....	169	171	179
13	Boys' (Frederick).....	John L. Sigmund.....	173	177	185
14	Girls' (Frederick).....	Charles H. Remsburg..	161	183	206
15	Brunswick (Brunswick).....	Oscar M. Fogle.....	99	98	110
16	Middletown (Middletown).....	R. E. Kienny.....	91	108	122
17	Oakland (Oakland).....	C. Edward Bender....	111	130	120
18	Havre de Grace (Havre de Grace)	J. Herbert Owens.....	94	96	96
19	Ellicott City (Ellicott City).....	Margaret Pfeiffer.....	112	105	117
20	Chesterstown (Chesterstown)....	Mark Creasy.....	124	131	128
21	Montgomery Co. (Rockville)....	Charles G. Myers.....	93	103	104
22	Laurel (Laurel).....	Herbert F. Mitchell...	96	106	84
23	Centreville (Centreville).....	E. Stanley Bowlus....	114	112	107
24	Crisfield (Crisfield).....	Frederick E. Gardner.	125	167	187
25	Easton (Easton).....	Clarence A. McBride..	105	117	137
26	Male (Hagerstown).....	John D. Zentmyer.....	187	187	200
27	Female (Hagerstown).....	John B. Houser.....	197	176	191
28	Wicomico (Salisbury).....	J. Frank McBee.....	289	341	363
29	Pocomoke City (Pocomoke City)	E. Clarke Fontaine....	141	170	171
30	Snow Hill (Snow Hill).....	Arthur C. Humphreys.	82	93	104
Totals (1st Group) .			4,116	4,576	5,138

SECOND GROUP

	Name and Location	Principal, 1916-1917	Enrollment		
			1914 1915	1915 1916	1916 1917
1	Barton (Barton).....	Gilbert C. Cooling.....	47	49	45
2	Westernport (Westernport)....	Oliver H. Bruce, Sr....	62	69	87
3	Sparks Agricultural (Sparks)...	Ervin G. McCloskey...	69	65	75
4	Federalsburg (Federalsburg)....	A. C. Brower.....	65	102	93
5	Ridgely (Ridgely).....	Thomas F. Smith.....	44	46	47
6	Preston (Preston).....	W. H. Jump.....	48	50	52
7	Mt. Airy (Mt. Airy).....	F. R. Young.....	56	72	72
8	Taneytown (Taneytown).....	Wilbur L. Koontz.....	.....	40	38
9	Chesapeake City (Chesap'ke City)	Robert L. Bates.....	36	45	52
10	Calvert Agricultural (Calvert)...	Alfred B. McVey.....	51	56	51
11	North East (North East).....	Guy Johnson.....	44	41	39
12	Hurlock (Hurlock).....	R. Lee Clark.....	83	76	64
13	Vienna (Vienna).....	Albert C. Lutz.....	.....	36	32
14	Thurmont (Thurmont).....	H. D. Beachley.....	66	84	93
15	Friendsville (Friendsville).....	E. A. Browning.....	51	53	53
16	Aberdeen (Aberdeen).....	James A. Fleagle.....	58	66	53
17	Belair (Belair).....	W. H. H. White.....	104	128	116
18	Highland (Street).....	E. R. Hauver—Y. E. Rhodes	45	45	58
19	Jarrettsville (Jarrettsville)....	Charles H. Schuster...	55	48	44
20	Rock Hall (Rock Hall).....	Walter H. Davis.....	42	50	50
21	Sherwood (Sandy Spring).....	W. H. Klingaman.....	49	41	41
22	Gaithersburg (Gaithersburg)...	Thomas H. Troxell....	40	67	68
23	Brookeville (Brookeville).....	Rexford B. Hartle....	38	38	22
24	Chevy Chase (Chevy Chase)....	Mrs. F. E. M. Barksdale	46	42	32
25	Surrattsville (Clinton).....	F. Bernard Gwynn....	56	51	52
26	Baden (Baden).....	W. R. C. Connick.....	56	72	74
27	Marlboro (Upper Marlboro)....	W. Stafford Jackson...	42	51	40
28	Hyattsville (Hyattsville).....	K. J. Norris.....	118	129	133
29	Stevensville (Stevensville).....	J. Fred Stevens.....	49	46	58
30	Sudlersville (Sudlersville).....	R. J. Truitt.....	37	39	44
31	Tri-County (Queen Anne).....	C. H. Cordrey.....	41	43	47
32	Washington (Princess Anne)....	John R. Gentry.....	78	99	108
33	St. Michaels (St. Michaels).....	Norman E. Smith.....	41	51	49
34	Oxford (Oxford).....	Nellie R. Stevens.....	44	57	58
35	Trappe (Trappe).....	L. J. Hoover.....	34	36	37
36	Sharptown (Sharptown).....	Charles E. Tilghman..	43	41	37
37	Delmar (Delmar).....	Morris L. Stier.....	40	50	45
38	Nanticoke (Nanticoke).....	C. Allen Carlson.....	44	48	51
39	Boonsboro (Boonsboro).....	Raymond E. Staley....	51	52	64
40	Clearspring (Clearspring).....	George R. Sites.....	42	55	61
41	Buckingham (Berlin).....	Nettie B. Carey.....	53	57	57
42	Stockton (Stockton).....	John S. Hill.....	29	38	37
		Totals (2nd Group) .	2,097	2,424	2,429

EXCERPTS FROM THE 1916 REPORT OF THE STATE BOARD OF EDUCATION OF SPECIAL INTEREST TO THE TEACHER.

The *Foreword* of the annual reports of the State Board of Education is always of timely importance to the teacher, as it contains a resumé of things attempted and things accomplished during the year and, as well, a forecast of lines of future development. Since it is not practical, however, to print the reports in quantities sufficient to furnish a copy to each teacher of the State, the *Foreword* is reproduced in the YEAR BOOK in the hope that our teachers will find it of material assistance in keeping abreast of the larger professional movements of our own system:

THE FOREWORD.

(*Report State Board of Education, 1916.*)

This publication contains the *fiftieth* annual report of the State Board of Education, and shows the condition of our public schools together with such educational progress as was made during the last school year.

LEGISLATIVE RETROSPECT.

It really seems that we have reached an important mile-post in the history of Maryland's system of Public Schools. Our State has been in the public school business a half-century. The Constitutional Convention of 1866 made ready for the school law which soon followed; and there is practical unanimity of opinion that our people took an advanced position, at the very birth of the system, for fostering the interests of public education by providing wise laws for its administration. Schoolhouse doors have been open alike to the children of the high and the low, the rich and the poor, the white and the black.

Believing that the public school is both the best vehicle for the dissemination of such knowledge "as ripens into an enlightened self-interest and is rarely dissociated from moral virtue" and also the most effective social organization in American life, our people have been loyal and ever ready to defend it, generous in extending financial aid by allowing themselves to be taxed for its support and obviously willing to transfer from the home to the school all duties and obligations which pertain to the child's training and education. However, having

taken this position at the beginning, they seemed to assume that they had discharged fully and faithfully their obligation to the school, and that it was up to the teacher and the school officials to do the rest. For 50 years people have been content with such schools as naturally result where there is no effective coöperation between the home and the school and an absence of socializing influences which alone make the school a real center of community activity. Prior to the agitation for a State system of highways, the entire State tax was levied for schools; in 1904 the General Assembly passed without a single amendment, a meritorious educational bill, which the school people prepared; a fairly ready response on the part of the State has followed in all devices submitted for school betterment, and a good public spirit has always been manifest when school policies have been considered.

With all these favoring circumstances we found at the end of the first half-century of the existence of a system of free schools in Maryland, that of the white elementary teachers (total 3063) in the counties of the State, one-third possessed less intellectual education than that given in our high schools; that at least one-third had entered the teaching sphere without any professional training; that another third had much less training than is afforded in our normal schools (the percentages affecting colored teachers were slightly more favorable); that 14 per cent. of the voting population were illiterates; that 30 per cent. of the population between the ages of 6 and 18, and 23 per cent. between 6 and 14 were not enrolled, and that of those enrolled in the one-teacher rural schools, 36 per cent. were absent each school day. We had a course of study burdened with traditional ideas and poorly carried out; we had a plan of apportioning State school revenues based absolutely on the number of children between the ages of 5 and 20 whether in school or not; we had a plan of appointing school officials which invited partisan control of the schools.

THE SCHOOL SURVEY.

Two years ago it was determined by the people of the State, through their legally appointed representatives in the Legislature, to make a thorough examination of the school system and its work. A commission was appointed, experts in educational investigation were employed, and after searching efficiency tests had been made on a comprehensive scale, a report of their findings together with recommendations for remedying the existing defects, was submitted to the Governor of Maryland in January, 1916. And even if it had been premeditated, perhaps nothing could have happened which would have made a more notable landmark for the ending of a half-century of public school work in Maryland than the report of the Commission and the new school law which embodied its recommendations.

THE NEW LAW.

The above recital of unsatisfactory school conditions is but a partial review of the general indictment against the public school situa-

tion as it was found to exist by the Survey Commission and its expert advisers. How ready and willing our people were to know the conditions and improve them as hastily as was feasible is reflected by the action of the General Assembly in enacting into law, within two months after the report was made to the Governor of the State, practically all the recommendations which the Commission's report contained. With such a constituency at his back and with a public opinion which stands unequivocally for wholesome school achievement, what school official or teacher can content himself with feeble efforts in doing ordinary work? Certainly nothing could furnish stronger inspiration for better work in administration, supervision, or teaching than this recent exhibition of interest in the public schools has done.

OUTSTANDING PROVISIONS.

It is not out of place, in connection with this statement, to mention some of the big features of the new school law, so that the provisions may be better understood and their possibilities for larger usefulness of public school instruction duly appreciated.

COMPULSORY SCHOOL ATTENDANCE.

We do not put it too strongly when we state that the provision, which requires all children between the ages of seven and thirteen years to attend school regularly during the entire school year, is the most vital feature of the law. We can hardly estimate the advantages to society which will result from the operation of this law, or the benefit which will come to the State as such in possessing a citizenship whose minimum knowledge and training comprises at least six full years of education in the common school subjects. Even more than this is guaranteed, since for two years after the age of thirteen has been reached, one hundred days' attendance each year is required, giving full opportunity to finish the work of the elementary school.

To make the law effective, an attendance officer is provided for each county of the State at a minimum salary of six hundred dollars, the State paying half of this officer's salary up to twelve hundred dollars. Let no one fall into the error of thinking that this position is unimportant and can be filled by anyone who happens to be a likable citizen. Back of continuous absence from school lies some social problem which ought to be studied and remedied, since school absenteeism is only one of its attendant evils. Each county, through the generosity of the State, is given a favorable chance to link up with specific work of the attendance officer this social service work, so inviting to one who has both the vision and the special training to meet its demands. The salary of this official is more than that received by our best elementary teachers and was meant to be large enough to command the services of the type of person who can both appreciate the opportuni-

ties the work offers and can meet the duties intelligently. Such a position is *not* a political job to be given out as a reward for party fealty, but a professional position vital in its relations to public welfare; and it should not be filled by any other than one who is capable of performing the several duties of the office. The law designates the person who fills this position a "professional assistant" to the county superintendent. It requires that the appointee shall give his or her entire time under direction of the county superintendent, to the duties of the position.

ADEQUATE SCHOOL SUPERVISION.

We would name as next in importance in possible school development under the provisions of the new law, the appointment of a supervisor of primary grades in each county which has as many as a hundred teachers. Whatever may have been the contributing causes to the poor quality of school instruction in Maryland, it is safe to assert that the absence of close and expert supervision of the teacher's work has been a leading one. When we think that the State spends five million dollars annually for its public schools, the cost of supervising this large expenditure has been ridiculously small. No business concern could survive if it were to follow the practice which obtained in Maryland prior to June 1st of the present year as regards the cost of administering and supervising its schools. It matters not how high the position we fill, or conscientious we may feel in regard to its work, we need supervision; and the more checks there are on our work, the better the quality. This single feature of the law will, no doubt, greatly increase the efficiency of school work, and if such a result does not follow, it will be on account of weakness in the individual supervisors. The principle of supervision is firmly established by nationwide practices not only in educational administration but in the large hard-headed money-making commercial enterprises as well. School supervision is not on trial in Maryland, but this State has her school officers and teachers on trial, giving them an opportunity to measure up to their possibilities through school supervision. The technical qualifications which the law prescribes for the supervisor are most rigid, and demand both accurate scholarship and high-grade professional ability. It is out of the question for teachers to come into frequent contact with such professional advisers without getting both help and inspiration. Guided by such hands, it is hoped that teachers may catch a larger vision of their work, and, that those who have been artisans may become artists.

HIGH SCHOOLS.

All that has been said above regarding the desirability of supervision applies no less to the high school than to the elementary school; indeed, the nature of our secondary organization makes rather close

oversight of our high schools almost imperative, if their work is to be of uniform merit.

High schools are more expensive than elementary schools, both in instruction and equipment. High school teachers must make preparation in method at least as thorough as that of the elementary teacher, and must continue their studies for a much longer period. High schools need carefully selected school libraries, valuable apparatus for science teaching, expensive equipment for commercial courses, for manual training, and for household economics; they ought to be liberally equipped with charts and maps, and ought to possess at least one musical instrument. Except in our larger schools, classes are smaller than in the elementary schools; and a high school teacher in the larger schools cannot efficiently handle so many pupils in a class as can the elementary teachers. It is obvious, therefore, that high school maintenance is a much heavier charge on the several counties than is elementary education, and that no county, no matter how desirous it may have been to establish high schools, has enough of them to justify the employment of a supervisor. Moreover, since the State subsidizes liberally these schools, it seems simply good business practice as well as proper professional procedure that the State should assure itself that its generous aid is procuring the maintenance of reasonable standards of instruction and equipment. This assurance the new law endeavors to provide for in the State high school supervisorship.

Two other provisions of the new law relating to high schools are worthy of notice. One of the requirements for a position in the Approved List has heretofore been, for schools of the First Group, an enrollment of not less than 80 pupils, and an enrollment of not less than 35 for schools of the Second Group. In line with the effort to bring children into the elementary school, evidenced by the employment of attendance officers, an Approved High School must hereafter show, to maintain its place upon the Approved List, not only the enrollments named above, but an average daily attendance of 70, if it is of the first group, or 30, if a second group school. Attendance, not enrollment, makes instruction effective; and this provision is designed to do for the high school, most of whose pupils are over the limit of the compulsory attendance law, what that law and the attendance officer do for the elementary school. In this way the State endeavors to place its aid where, by keeping their children continuously in school, the people show that they want that aid. The State, having thus extended its aid to more than seventy high schools, guaranteed by its supervision the quality of the instruction given in the schools, and approved the diplomas of their graduates, it would seem only reasonable that the name "high school" should be limited to schools thus approved. The new law, accordingly, in order to prevent unsuitably housed, inadequately equipped, or under-staffed schools from claiming the same rights as do those which have met the various requirements of the Approved List, denies the use of the term "high school" to all

schools except those whose use of it the State Board of Education has approved or shall approve.

Noting both the remarkable increase in high school attendance and the steady and insistent demand throughout the State for the further dissemination of secondary instruction, and facing the fact that the State is already extending very liberal aid to the counties to assist them in maintaining their high schools, our school people may well give some thought to the future of secondary education in Maryland. Perhaps, now that our high schools are past the pioneer stage and are entering a period of expansion and standardization, it might be well to consider some such plan as is in operation in Pennsylvania. This plan for encouraging secondary education provides a *third group* of high schools, which carry only the first and second years of high school work. Such a scheme would make possible, in our smaller communities which cannot maintain a daily average attendance of thirty in the high school department, some secondary instruction of standard quality, and devoting a part of the high school aid appropriation to a third group thus added to our present first and second group organization, would not seriously reduce the amounts now extended to the latter schools. Before the General Assembly meets again, however, our school officials should carefully consider the question, remembering that these third group schools ought to be staffed exactly as is the case in the first and second group schools, with high school teachers fully certificated and that they would need, as well, a small though irreducible minimum, of library and other equipment.

TEACHERS' CERTIFICATES.

Under the old law at least 30 different agencies were authorized to issue teachers' certificates, and the variety of certificates and the difficulty experienced in locating the responsibility for them proved very confusing to school officers, to say the least. Most of the teachers for the elementary schools were examined and certificated by the county superintendent. Although this plan permitted great variation in standard, the procedure served as a fair check upon the employing agency, as long as the district Board of School Trustees initiated the selection of the principal teachers. When the new law placed the initiative in the selection of teachers with the county superintendent, it very properly made the certification of teachers a State function. All teachers' certificates are now issued by the State Superintendent of Schools, and are either based upon the successful pursuit of prescribed courses in standard institutions, or are secured by passing a uniform State examination, the questions for which are prepared by the State Superintendent, and the answer papers graded in his office. It is believed that a single agency, empowered and charged with the responsibility of issuing teachers' certificates, will tend to bring all teachers up to a common minimum standard, and help to protect the service from personal interest in the selection of new teachers.

The new law also provides a more rational classification of certificates. Certificates are specialized—that is, there are special certificates requiring preparation for the particular kind of work the holder is doing. Whereas, any kind of certificate might be used in any part of the system under the old law, teachers are now required to have special training for special work, and the certificate indicates what the holder is prepared to do.

Elsewhere in this report will be found a more detailed description of the School Survey and a list of the more important changes made by the new law.

Respectfully submitted,

EMERSON C. HARRINGTON, *President,*

M. BATES STEPHENS, *Secretary,*

THOMAS H. LEWIS,

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Members State Board of Education.

THE SCHOOL LAW.

A question very frequently put to teachers during the last year is, "What are the principal changes in the school law made by the last regular session of the Legislature?"; and though most teachers are provided with copies of the school law, the following abridged statement of the more important changes is reprinted here in the belief that it will both reduce the labor of running down the passages in point, and furnish a review of the reasons for the changes:

NOTEWORTHY CHANGES IN THE SCHOOL LAW.

(*Report State Board of Education, 1916.*)

STATE BOARD OF EDUCATION.

The members of the State Board of Education are appointed by the Governor who no longer shares this responsibility with the Senate. There are no restrictions on the selection except that no member shall be appointed who is in any way subject to the authority of the Board.

"The State Board of Education shall be composed of seven members, who shall be appointed from the citizens of the State by the Governor for a term of seven years, from the first Monday in May next succeeding their appointment, and they shall hold office until their successors qualify. * * * The members of the Board shall be appointed solely because of their character and fitness, but no person shall be appointed to the Board who is in any way subject to its authority, and the Governor and the State Superintendent of Schools shall not be members of this board after the first Monday of May, 1918. * * * Any member of the Board shall be eligible for reappointment unless otherwise disqualified by the provisions of this section."

The function of the State Board is made legislative. It ceases to have administrative or judicial powers. The administration of its policies are left to its executive officers. Its duties are more specifically defined. Among the provisions are:

"The State Board of Education shall, to the best of their ability, cause the provisions of this article to be carried into effect. They shall determine the educational policies of the State; they shall enact by-laws for the administration of the public school system. * * *

The State Board of Education shall exercise, through the State Superintendent of Schools and his professional assistants, general control and supervision over the public schools and educational interests of the State; * * *

The State Board of Education shall prescribe with and on the advice of the State Superintendent of Schools, rules and regulations for the hygienic, sanitary and protective construction of school buildings and out-houses. * * *

The State Board of Education shall prescribe, with and on the advice of the State Superintendent of Schools, rules and regulations for grading and standardizing all public schools. * * *

The State Board of Education shall prescribe, with and on the advice of the State Superintendent of Schools, courses of study for the public elementary schools, the public high schools, and the State normal schools. * * *

The State Board of Education shall prescribe, with and on the advice of the State Superintendent of Schools, rules and regulations, also the subjects and the standards, subject to the provisions of Sections 53, 54 and 55 of this Article, for the certification of all the teachers of the State. * * *

The members of the State Board of Education and the State Superintendent of Schools shall be the trustees of the State normal schools, and shall have power to maintain and shall exercise general control over these schools.

The State Board of Education shall prescribe, with and on the advice of the State Superintendent of Schools, the rules and regulations for taking a biennial school census. * * *

The State Board of Education shall prescribe, with and on the advice of the State Superintendent of Schools, a uniform series of forms or blanks for the use of county board of education, school officials, and teachers."

STATE SUPERINTENDENT OF SCHOOLS.

The State Superintendent of Schools is selected by the State Board of Education. He is the executive officer of the Board and is given increased responsibilities. High qualifications are prescribed for the position.

"The State Superintendent of Schools shall be appointed by the State Board of Education for a term of four years and said Board shall fix his salary and pay same from the appropriation for the expenses and maintenance of the State Department of Education. He shall be an experienced and competent educator; he shall be a graduate of a standard college, or the equivalent, have had not less than two years of special academic and professional graduate preparation in a standard university, or the equivalent, and not less than seven years' experience in teaching and administration."

The State Superintendent is made the executive officer of the Board and his relation to the Board more clearly defined.

"The State Superintendent of Schools shall execute the educational policies of the State Board of Education. He shall call and conduct conferences of county school boards, district school trustees, county superintendents, supervisors, attendance officers and teachers, on matters related to the condition, needs and improvement of the schools. * * *

The State Superintendent of Schools shall enforce all the provisions of this Article and of the enacted and published by-laws of the State Board of Education. * * *

The State Superintendent of Schools shall, subject to the rules and regulations of the State Board of Education, pass upon all proposals for the purchase of grounds, school sites or buildings, for the sale of the same, and also upon all plans and specifications for the remodeling of old school buildings or the construction of new school buildings costing three hundred dollars. * * *

The State Superintendent of Schools shall explain the true intent and meaning of the school laws and of the enacted and published by-laws of the State Board of Education. He shall decide, without expense to the parties concerned, all controversies and disputes, involving the proper administration of the public school system. * * *

The State Superintendent of Schools shall certificate, subject to the rules and regulations of the State Board of Education and the provisions of Sections 53, 54 and 55 of this Article, all teachers in the public schools of the State. * * *

The State Superintendent of Schools, acting under the rules and regulations of the State Board of Education, shall be responsible for the administration of the State Department of Education, and shall have general supervision of all the professional and clerical assistants of the Department."

STATE DEPARTMENT OF EDUCATION.

The State Superintendent is given a more adequate staff of assistants to take care of the increased burdens thrown on his office. In addition to an assistant superintendent, the law provides for a supervisor of high schools, a supervisor of rural schools, a white supervisor of colored schools, and such other clerical and professional assistants as the Board may authorize within the limits of the appropriation for the State Department of Education.

"The State Department of Education shall hereafter be provided with the following professional assistants: * * *

(1) An assistant State superintendent of schools, who shall represent the State Superintendent of Schools in his absence; shall have charge of the office of the Department, the correspondence, publications, records, reports, and educational and financial statistics; shall audit the accounts of the county boards of education, and shall perform such other duties as may be assigned to him by the State Superintendent of Schools.

(2) A supervisor of high schools, who shall have supervision of State-aided high schools, shall aid the instructors in all other schools above the seventh grade, and shall perform such other duties as may be assigned to him by the State Superintendent of Schools.

(3) A supervisor of rural schools, who shall devote his energies to helping teachers, superintendents and interested citizens to formulate a program of rural education adapted to the specific and general needs of the State, and who shall perform such other duties as may be assigned to him by the State Superintendent of Schools.

(4) A white supervisor of colored schools, who shall have supervision of all colored schools, and shall perform such other duties as may be assigned to him by the State Superintendent of Schools.

(5) And such other clerical and professional assistants and agents as may be authorized by the State Board of Education within the limits of the appropriation for the State Department of Education."

COUNTY BOARDS OF EDUCATION.

Members of county boards of education are appointed by the Governor in the same manner as are the members of the State Board of Education.

"County boards of education shall be composed in the counties of Baltimore, Carroll, Frederick, Dorchester, Washington and Montgomery of six members, and in each of the other counties of three members, who shall be appointed from the citizens of the county by the Governor for a term of six years from the first Monday of May next succeeding their appointment, and they shall hold office until their successors qualify. * * * The members of the boards shall be appointed solely because of their character and fitness, but no person shall be appointed to a board who is in any way subject to its authority. * * * Any member of a county board shall be eligible for reappointment, unless otherwise disqualified by the provisions of this section."

There was no change in the manner of selecting the members of the local district boards of school trustees and no change in their duties except that the authority to initiate the selection of the principal teacher was transferred to the county superintendent, who must be a professionally trained school man. The district board of school trustees remain the local representatives of the county board, and have the custody of the school property, and may file charges for the removal of the school principal, but the district board is no longer held responsible for selecting new school principals or teachers.

The relation of the county board of education to the schools of the county is very similar to the relation of the State Board to the State system. The duties of the county board are made more purely legislative, with the details of school administration left to its employed executive officers.

"The county board of education shall to the best of its ability cause the provisions of this Article, the by-laws, and the policies of the State Board of Education to be carried into effect. Subject to this Article, and to the by-laws, and the policies of the State Board of Education, the county board of Education shall determine, with and on the advice of the county superintendent, the educational policies of the county and shall prescribe rules and regulations for the conduct and management of the schools.

The county board of education shall exercise, through its executive officers, the county superintendent, and his professional assistants, control and supervision over the public school system of the county. * * *

The county board of education, subject to the provisions of this Article, and the by-laws of the State Board of Education, shall, on the written recommendation of the county superintendent, grade and standardize all the schools under their jurisdiction.

* * * * *

The county board of education shall appoint, on the written recommendation of the county superintendent, all principals and assistant teachers, and fix their salaries. * * *

The county board of education, subject to the provisions of this Article, the by-laws, courses of study and policies of the State Board of Education, shall prescribe, on the written recommendation of the county superintendent, courses of study for the schools under their jurisdiction.

The county board of education shall, subject to the direction of the State Superintendent of Schools and to the rules and regulations of the State Board of Education, cause to be taken, under the direction of the county superintendent, a biennial school census of the children of the county. * * *

The county board of education, each year, beginning with the year 1916, shall prepare, subject to the rules and regulations of the State Board of Education and on and with the advice of the county superintendent, an itemized and detailed school budget, showing the amount of money needed for permanent improvements and repairs, and for current repairs, furniture for old buildings, maintenance and support of the schools during the succeeding school year, also the estimated total amount that will be received from the State, which shall be used for paying teachers' salaries and purchasing text-books, materials of instruction and school supplies; and finally the amount that will be needed to be raised by local taxation. This annual school budget shall be submitted in writing, not less than twenty days before the usual date for levying county taxes, to the board of county commissioners."

Each county board of education must provide for at least an annual audit, by approved accountants, of its business and financial transactions.

"Each county board of education shall hereafter provide for at least an annual audit of its business and financial transactions and of the accounts of its treasurer by an accountant or accountants, approved by the State Superintendent of Schools, and the results of this audit shall be made public by the county board of education."

Teachers, text-books, and teaching appliances are selected by the county board of education on the recommendation of the county superintendent. The State appropriation for text-books was increased and made to include any materials used in instruction.

"The county board of education shall appoint, on the written recommendation of the county superintendent, all principals and assistant teachers, and fix their salaries. * * *

The county board of education shall purchase and distribute, on the written recommendation of the county superintendent, text-books, supplementary readers, materials of instruction, stationery and school supplies, school furniture, equipment and apparatus needed by the schools under their jurisdiction.

* * * * *

The Board of Public School Commissioners of Baltimore City and each county board of education shall adopt and purchase, subject to the provisions of this Article, text-books, supplementary readers, materials of instruction, stationery and school supplies for use in the public schools of said city and of the several counties of the State. When so purchased, the necessary text-books, supplementary readers, materials of instruction, stationery and school supplies shall be furnished free of cost for use in the public schools of the State."

COUNTY SUPERINTENDENT OF SCHOOLS.

The county superintendent is made a professional officer and required to devote his full time to the duties of the new office. While no present incumbent is made ineligible, no new county superintendent can be elected who has not been specially trained for the work. His relation to the county board is also more clearly defined.

"The county board of education of each county shall appoint during the month of May a superintendent of schools for a term of four years, from the first day of August next succeeding his appointment, and he shall hold office until his successor qualifies. No person shall be eligible for appointment to the office of county superintendent of schools who does not hold from the State Superintendent of Schools a certificate in administration and supervision. * * *

The county superintendent of schools shall devote his entire time to public school business and shall receive such compensation as the county board of education shall direct, provided that no county superintendent of schools appointed to office under the provisions of this section, or continuing in office under the provisions of this section, shall be paid an annual salary of less than eighteen hundred dollars (\$1,800), and the State of Maryland shall, as hereinafter provided, pay out of the General State School Fund to the treasurer of the county board of education, one-half of the annual salary of the county superintendent of schools, up to and including an annual salary of three thousand dollars (\$3,000). * * *

The county superintendent of schools, as the executive officer of the county board of education, shall see that the laws relating to the schools, the enacted and published by-laws and the policies of the State Board of Education and the rules and regulations and the policies of the county board of education are carried into effect.

The county superintendent of schools shall * * * decide, without expense to the parties concerned, all controversies and disputes involving the rules and regulations of the county board of education and the proper administration of the public school system in the county, and his decision shall be final, except that an appeal may be had to the State Superintendent of Schools if taken in writing within thirty days. * * *

The county superintendent of schools shall recommend for condemnation school buildings which are unsanitary and unfit for use; he shall recommend all repairs, the purchase of grounds, school sites and buildings, or the sale of the same, and shall prepare or cause to be prepared all plans and specifications for the remodelling of old buildings, and the construction of new buildings, subject to the provisions of Section 20 of this Article; and he shall recommend, in his discretion, to the county board of education, an architect or architects to assist in the preparation of the plans and specifications for remodelling old buildings or the construction of new buildings, and shall supervise such remodelling and construction. He shall approve in writing all contracts of whatever kind entered into by the county board of education, and no contract entered into by the county board of education shall be valid without the written approval of the county superintendent of schools. * * *

The county superintendent of schools shall nominate, for appointment by the county board of education, all principals and all assistant teachers, shall assign them to their positions in the schools, transfer them as the needs of the school require, recommend them for promotion, suspend them for cause and recommend them for dismissal. * * *

The county superintendent of schools, acting under the rules and regulations of the county board of education, shall be responsible for the administration of the office of the county superintendent of schools. He shall nominate, for appointment by the county board of education, all the professional, clerical, statistical and stenographic assistants of the office; he shall recommend their removal for immorality, misconduct in office, incompetency, insubordination or wilful neglect of duty, and he shall see that all regular appointees of the county board of education devote their entire time to their duties. * * *

The county superintendent of schools shall organize and attend county and local institutes for teachers and citizens, shall organize and direct the work of reading centers of the county. * * *

The county superintendent shall visit the schools, observe the management and instruction and give suggestions for the improvement of the same."

Provision is made for at least one statistical clerk and one attendance officer in each county, and all counties having one hundred or more elementary school teachers have a specially trained primary grade supervisor, and within certain limits the State pays one-half the salary of the county superintendent and of his professional assistants.

"The office of the county superintendent of schools shall, beginning with the school years, 1916-1917, be provided as follows with professional, clerical, statistical and stenographic assistants: * * *

(1) In each county employing not less than one hundred (100) teachers, there shall be appointed at least one primary grade supervisor, who shall receive such compensation as the county board of education shall direct; provided that no person shall be eligible for appointment as a supervisor who does not hold from the Superintendent of Public Education a certificate in supervision as provided for in Section 55 of this Article; nor shall the appointment of any person by a county board of Education as a supervisor be valid without the written approval of the State Superintendent of Schools. And provided further, that no supervisor, appointed under the provisions of this section or continued in office under the provisions of this section shall be paid an annual salary of less than twelve hundred dollars (\$1,200), and the State of Maryland shall pay, as hereinafter provided, out of the General State School Fund to the treasurer of the county school board, one-half of the annual salary of one primary grade supervisor up to and including an annual salary of two thousand dollars (\$2,000). County boards of education are free to employ as many additional supervisors as in their judgment are necessary, but the State shall not share in the payment of their salaries. Provided that in counties employing less than one hundred (100) teachers, the county board of education may employ at least one primary grade supervisor, subject to and under the foregoing conditions. Provided further, that two counties, each employing less than one hundred (100) teachers may join, with the approval of the State Superintendent of Schools in the employment of at least one primary grade supervisor, subject to and under the foregoing conditions.

(2) There shall be appointed in each county at least one attendance officer, whose duty it shall be to compel the regular attendance of children at school. Such person shall receive such compensation as the county board of education shall direct; provided that the appointment of any person as an attendance officer shall be invalid without the written approval of the State Superintendent of Schools. And provided further, that no attendance officer, appointed under the provisions of this section or continued in office under the provisions of this section, shall be paid an annual salary of less than six hundred dollars (\$600), and the State of Maryland shall pay, as hereinafter provided, out of the General State School Fund to the treasurer of the county board of education, one-half of the annual salary of one attendance officer, up to and including an annual salary of twelve hundred dollars (\$1,200). County boards of education are free to employ as many additional attendance officers as in their judgment are necessary, subject to the approval of the State Superintendent of Schools, but the State shall not share in the payment of their salaries.

(3) There shall be employed in each county at least one statistical and stenographic clerk.

(4) And such other clerical, statistical and stenographic assistants, and such other professional assistants, assistant superintendents, supervisors, attendance officers, medical inspectors and school nurses as the county board of education shall authorize; provided that no professional assistant shall be appointed who does not hold the appropriate certificate issued by the State Superintendent of Schools, and the appointment of no professional assistant shall be valid without the written approval of the State Superintendent of Schools."

SCHOOL SUPPORT.

The State School Fund is apportioned jointly upon the school census and attendance, so that the amount of State aid varies, as it should, with the number of children attending school.

"After all deductions are made from the General State School Fund as provided for in Section 133 of this Article, the Comptroller shall ap-

portion on or before the last day of September, the remainder of the General State School Fund of each year to the several counties and the City of Baltimore, as follows: Two-thirds shall be apportioned on the basis of the population between the ages of six and fourteen years as given by the latest available biennial school census required by Sections 21-E, 25-M and 75 of this Article; provided, that the latest Federal Census shall be employed until the biennial school census becomes available; and one-third shall be apportioned upon the basis of the aggregate days of school attendance during the preceding school year as certified to by the State Superintendent of Schools, provided that the attendance of pupils in a State-aided high school shall not be counted in apportioning the General State School Fund."

Counties are required to supplement the State apportionment for schools with an amount equal to a tax, levied and collected, of 34 cents on the hundred dollars' valuation. The county board exercises its choice in levying any additional amount necessary up to 40 cents on the hundred dollars. Above this amount the county tax commissioners, as heretofore, control appropriations for school purposes. In raising the minimum amount of local support required, only a few counties were affected, as most of the counties were already providing this amount. The counties affected by this provision seemed to be most in need of additional funds for their schools.

"The board of county commissioners are hereby authorized, empowered, directed and required to levy and collect such tax upon the assessable property of the county as will produce the amount requested to be raised by local taxation in the annual budget of the county board of education. The amount requested in the annual budget of the county board of education for current repairs, furniture in old buildings, maintenance and support of the schools, for the succeeding school year, and to be raised by local taxation shall not hereafter in any year be less than a minimum tax, levied and collected, of 34 cents on each one hundred dollars (\$100) of the assessable property in the county. Provided that if in any county the tax levied and collected for the school year ending July thirty-first, 1916, for current repairs, furniture in old buildings, maintenance and support of the schools, was less than 34 cents on each one hundred dollars (\$100) of assessable property in the county, such county shall only be required to increase its total tax rate for the schools annually by 2 cents on each one hundred dollars (\$100) of the assessable property in the county, until the tax levied and collected for current repairs, furniture in old buildings, maintenance and support of the schools in any one school year, shall equal a minimum tax levied and collected of 34 cents on each one hundred dollars (\$100) of the assessable property of the county. Provided further, that the total amount requested for any one school year by the county board of education for permanent improvements and repairs, current repairs, furniture in old buildings, maintenance and support of the schools shall not exceed a tax levied and collected of 40 cents on each one hundred dollars (\$100) of the assessable property in the county, unless the board of county commissioners shall approve and sanction such additional tax. Provided also, that if the total amount requested for any one school year by the county board of education to be raised by local taxation exceeds a tax, levied and collected of 40 cents on each one hundred dollars (\$100) of the assessable property, in the county and such additional tax is not approved and sanctioned by the board of county commissioners, the county commissioners shall indicate in writing what item or items of the annual budget of the county board of education have been denied in whole or in part, and the reason for the denial in whole or in part of the respective items."

LENGTH OF SCHOOL TERM.

A term of at least nine months is required for all white schools, and the term of all colored schools is lengthened to at least seven months.

"Elementary schools shall be kept open for not less than one hundred and eighty (180) actual school days and for ten months in each year, if possible, and shall be free to all white youths, between six and twenty years of age.

It shall be the duty of the county board of education to establish one or more public schools in each election district for all colored youths, between six and twenty years of age, to which admission shall be free, and which shall be kept open not less than one hundred and forty (140) actual school days or seven months in each school year; provided, that the colored population of any such district shall, in the judgment of the county board of education, warrant the establishment of such a school or schools."

COMPULSORY SCHOOL ATTENDANCE.

The compulsory school attendance law, which heretofore had applied only to Baltimore City and two counties, was slightly modified and made to apply to all the counties of the State. By its provisions, children seven to thirteen years of age must attend school the full term unless lawfully excused. Children of thirteen and fourteen years must attend at least one hundred days, and the entire term if not regularly and lawfully employed. Children fifteen and sixteen who have not finished the elementary school must attend school at least one hundred days each year, and the entire term if not regularly and lawfully employed.

"Every child, residing in any county of the State being seven years of age, and under thirteen years of age, shall attend some public school during the entire period of each year that the public schools of the county are in session; unless it can be shown to the county superintendent of schools that such a child is elsewhere receiving regular and thorough instruction during such period in the studies usually taught in the public schools of the county to children of the same age; provided, that the superintendent or principal of any school, or persons duly authorized by such superintendent, may excuse cases of necessary and legal absence among such enrolled pupils, and provided further, that the provisions of this section shall not apply to children whose mental or physical condition is such as to render the instruction above described inexpedient or impracticable. Every person having under his control a child seven years of age and under thirteen years of age, shall cause such child to attend school or receive instruction as required by this section.

Every child, residing in any county of the State, being thirteen years of age or fourteen years of age, shall attend some public school not less than one hundred days, as nearly consecutive as possible, beginning not later than November first, during the period of each year that the public schools of the county are in session, and such child shall attend some public school the entire period of each year that the public schools of the county are in session, if not regularly and lawfully employed to labor at home or elsewhere, unless it can be shown to the county superintendent of schools that such a child is elsewhere receiving regular and thorough instruction for such period in the studies usually taught in the public schools of the county to children of these ages; provided, that the provisions of this section shall not apply to children whose mental and physical condition is such as to render the instruction above described inexpedient or impracticable. Every person having under his control a child thirteen years of age or fourteen years of age, shall cause such child to attend school or receive instruction as required by this section.

Every child residing in any county of the State, being fifteen years of age or sixteen years of age, who has not completed the work of the public elementary school, shall attend some public school not less than one hundred days, as nearly consecutive as possible, beginning not later than November first, during the period of each year the public schools of the county are in session; and such child shall attend some public school the entire period of each year the public schools of the county are in session, if not regularly and lawfully employed to labor at home or elsewhere, unless it can be shown to the county superintendent of schools that such child is elsewhere receiving regular and thorough instruction for said period in the studies usually taught in the public schools of the county to children of these ages; provided, that the provisions of this section shall not apply to children whose mental and physical condition is such as to render the instruction above prescribed inexpedient or impracticable. Every person having under his control a child fifteen years of age, or sixteen years of age, shall cause such child to attend school or receive instruction as required by this section.

Any person who has a child under his control and who fails to comply with any of the provisions of this section, shall be guilty of a misdemeanor, and shall be fined not exceeding five dollars for each offense."

THE STATE NORMAL SCHOOLS.

The members of the State Board of Education remain the trustees of the State normal schools, and exercise general supervision over them, including the control of all expenditures of money, but high qualifications are prescribed for normal school principals, and the principal in each case is made directly responsible for the conduct of the school. He recommends for appointment all teachers and other employees of the school.

"The members of the State Board of Education and the State Superintendent of Schools shall be the trustees of the State normal schools, and shall have power to maintain and shall exercise general control over these schools.

* * * * *

The board of trustees shall exercise general supervision of the expenditure of all money appropriated by the General Assembly for the erection of buildings or additions, for repairs, up-keep, maintenance and support of these schools, and shall have control and supervision of their management and work. The board of trustees shall authorize all departments of instruction and all positions, and shall fix the salaries and tenure of all teachers, and all assistants of whatever kind. * * *

The board shall elect a principal for each of the State normal schools, provided that no principal shall be elected to a white normal school who is not a graduate of a standard college, or the equivalent, who has not had in addition not less than two years of special academic and professional preparation in a standard university, and five years of teaching experience, two of which have been in the training of teachers. * * * The principal shall nominate for appointment by the board of trustees, and may recommend for dismissal by said board, all heads of departments, all teachers, and all assistants of whatever kind. He shall submit to the board of trustees, for adoption, courses of study and plans of work, and shall in every way take the initiative in working out the policies of his school and in promoting its development and efficiency."

TEACHERS' CERTIFICATES.

All teachers' certificates are issued by the State Superintendent. Examinations for certificates are held under his direction on uniform questions prepared by him. Teachers' certificates heretofore issued remain valid for the grade for which issued; but all new certificates are specialized—that is, issued for the particular kind of work that the holder is prepared to do. An abstract from the law, showing in detail the kinds and grades of teachers' certificates, was published in the YEAR BOOK for 1916-1917. This abstract has been printed also as a folder, copies of which may be had upon application to the State Superintendent of Schools, McCoy Hall, Baltimore.

FEATURES UNCHANGED.

Though these changes in the school laws are comprehensive and far-reaching, there are several important phases of the school system that are not affected by the new law. There was no change in the general plan of the State system as a whole. The changes seek to make the present organization more efficient by making it easier to locate responsibility and at the same time to get a proper balance between professional and lay control. To this end responsibility is more centered, and administrative and supervisory officers must be specially trained for their work.

There were no changes with reference to colleges and high schools. There was no change in the minimum salaries required to be paid to teachers, nor in the total amount of the State appropriation for schools. There was no change in the duties of the local district board of school trustees except that the power to initiate the employment of the local school principal was transferred to the county superintendent of schools. The district board of school trustees may institute charges against the principal and may recommend his removal, but does not share officially in the responsibility for the original selection.

One might naturally expect that any change which requires more from the teaching profession without increasing the minimum salaries required by the law would meet with some opposition from the teachers. But it must be said in behalf of the teachers of Maryland that they are meeting the responsibility with renewed zeal and interest, and as a whole rejoice in the opportunity for greater service.

TABLES SHOWING IMPORTANT FACTS REGARDING TEACHERS' SALARIES,
ENROLLMENT, AVERAGE DAILY ATTENDANCE,
LENGTH OF TERM, ETC.

(*Report State Board of Education, 1916.*)

One of the most insistent and troublesome situations that many county superintendents have to meet is the constant pressure exerted upon them to maintain very small schools. One of these tables (H) shows, among other things, the average daily attendance for each county per teacher employed. It will be noted that, when funds available for teachers' salaries are divided among a larger number of teachers than is necessary, all the resulting salaries are correspondingly lower. It is interesting, too, to compare the average monthly salaries in the several counties with the number of pupils in average daily attendance per teacher employed; and a number of other interesting comparisons of great interest to all teachers will undoubtedly arise from a careful examination of these tables.

TABLE F.—ALL SCHOOLS.—SHOWING THE TOTAL NUMBER OF DIFFERENT PUPILS ENROLLED DURING THE YEAR, THE AVERAGE ATTENDANCE, AND THE PER CENT OF THE ANNUAL ENROLLMENT IN AVERAGE ATTENDANCE. YEAR ENDING JULY 31, 1916.

Counties.	Different Pupils Enrolled During the Year.					Average Attendance, All Pupils.				Per Cent. of Enrollment in Average Attendance.	
	White.		Colored.			Grand Total.	White.	Colored.	Total.	White.	Colored.
	Male.	Female.	Total.	Male.	Female.	Total.					
Allegany	6,036	5,993	12,029	133	155	278	12,307	8,634	172	71.9	61.9
Anne Arundel.....	2,840	2,613	5,453	1,319	1,449	2,768	3,221	3,701	1,689	67.9	61.0
Baltimore	11,047	10,654	21,701	1,160	1,164	2,324	24,025	15,529	1,392	72.9	60.0
Calvert	602	1,890	1,307	602	599	1,201	2,498	2,776	590	64.2	49.2
Caroline	1,355	3,237	3,845	763	778	1,541	5,386	2,844	795	64.5	51.6
Carroll	3,485	3,237	6,722	220	226	446	7,168	4,379	234	65.2	52.5
Cecil	1,875	1,831	3,706	294	281	575	4,251	2,463	411	66.3	75.4
Charles	1,228	915	1,843	945	952	1,897	3,710	1,113	923	66.3	49.5
Dorchester	2,286	2,324	4,610	1,186	1,058	2,244	6,854	2,993	1,329	64.9	59.3
Frederick	5,412	4,975	10,387	611	625	1,236	11,623	7,155	748	68.8	60.3
Garrett	2,905	2,759	5,664	.....	.....	.....	5,664	3,244	.....	57.3	.....
Harford	2,513	2,464	4,977	490	450	940	5,917	3,320	521	66.7	55.5
Howard	1,293	1,176	2,469	395	399	794	3,263	1,708	516	68.2	65.1
Kent	1,939	1,169	2,268	690	636	1,376	3,644	1,608	701	69.2	63.4
Montgomery	2,398	2,434	4,832	1,114	990	2,104	6,936	3,273	1,248	67.8	59.5
Prince George's....	1,323	3,111	5,934	1,276	1,406	2,682	8,616	4,988	1,437	68.9	53.6
Queen Anne's....	1,323	1,285	2,618	573	546	1,119	3,737	1,782	773	68.0	44.1
St. Mary's.....	1,171	1,205	2,376	725	788	1,513	3,889	1,334	700	56.1	46.4
Somerset	1,828	1,904	3,732	1,050	1,079	2,129	5,861	2,452	1,304	65.7	61.2
Talbot	1,470	1,343	2,813	739	684	1,423	4,236	1,970	876	70.1	61.7
Washington	5,593	5,289	10,882	200	187	387	11,269	7,348	236	67.4	61.1
Wicomico	2,549	2,450	4,999	906	982	1,888	6,887	3,426	1,092	63.5	57.8
Worcester	2,001	1,965	3,966	1,016	1,054	2,070	6,036	2,480	1,095	63.5	52.9
Totals.....	65,442	63,591	129,033	16,337	16,538	32,875	161,908	87,560	18,502	67.9	56.2
Baltimore City*...	34,894	33,778	68,672	5,653	6,844	12,497	81,169	54,767	8,477	79.7	67.8
Totals.....	100,336	97,369	197,705	21,990	23,382	45,372	243,077	142,327	26,979	71.9	58.8

*Day schools only.

TABLE G.—ALL SCHOOLS.—SHOWING THE TOTAL NUMBER OF TEACHERS EMPLOYED AND THE PUPILS IN AVERAGE ATTENDANCE PER TEACHER EMPLOYED, YEAR ENDING JULY 31, 1916.

Counties.	White Teachers.			Colored Teachers.			All Teachers.			Pupils in Average Attendance Per Teacher Employed.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	White.	Colored.	Total.
Allegany	34	245	279	6	1	7	40	246	286	31.0	24.6	30.8
Anne Arundel.....	4	166	170	5	50	55	9	219	221	22.3	30.7	24.4
Baltimore	47	435	482	18	40	58	65	535	600	22.0	24.0	28.7
Calvert	7	41	48	3	18	21	6	59	65	18.5	25.7	21.0
Caroline	64	132	196	3	26	29	10	118	128	25.1	27.4	25.6
Carroll	10	157	167	4	8	12	68	129	197	23.7	19.5	23.4
Cecil	10	127	137	.....	2	2	10	148	158	18.0	19.6	18.2
Charles	7	50	57	.....	3	3	8	83	91	19.5	27.2	22.4
Dorchester	22	127	149	1	32	33	44	159	203	20.1	24.6	22.1
Frederick	58	196	254	23	32	55	102	219	291	25.0	24.6	24.8
Garrett	14	121	135	11	23	34	53	121	179	18.1	22.0	21.3
Harford	14	130	144	.....	.....	.....	26	146	167	23.7	.....	18.1
Howard	2	62	64	4	16	20	16	76	82	26.7	23.7	23.0
Kent	7	80	87	7	14	21	16	106	122	21.3	21.3	21.3
Montgomery	25	130	155	8	26	34	33	160	193	21.1	23.8	22.4
Prince George's....	17	155	172	7	43	50	24	209	227	23.6	27.6	24.7
Queen Anne's....	10	84	94	4	19	23	14	102	117	19.0	21.4	19.5
St. Mary's.....	5	58	63	4	29	33	9	87	96	19.2	25.2	21.5
Somerset	15	88	103	14	23	37	29	111	140	23.2	25.3	26.3
Talbot	6	85	91	8	21	29	14	106	120	26.7	26.7	26.7
Washington	71	207	278	4	8	12	75	215	290	24.0	18.7	22.3
Wicomico	21	122	143	13	25	37	33	147	180	24.0	23.5	23.7
Worcesster	14	112	126	12	26	38	26	138	164	19.1	28.8	25.8
Totals.....	552	3,090	3,642	166	534	700	718	3,624	4,342	24.1	26.4	24.4
Baltimore City....	182	1,650	1,832	66	220	286	248	1,870	2,118	29.9	29.6	29.8
Totals.....	734	4,740	5,474	232	754	986	966	5,494	6,460	26.0	27.3	26.2

TABLE II.—WHITE SCHOOLS.—SHOWING THE AMOUNT PAID FOR TEACHERS' SALARIES, THE TOTAL NUMBER OF TEACHERS EMPLOYED, THE AVERAGE ANNUAL SALARIES PAID TEACHERS, THE NUMBER OF MONTHS THE SCHOOLS WERE OPEN, AVERAGE MONTHLY SALARIES PAID TEACHERS, THE TOTAL ENROLLMENT WITH PER CENT OF ENROLLMENT IN AVERAGE ATTENDANCE, AND THE AVERAGE ATTENDANCE WITH THE AVERAGE ATTENDANCE PER TEACHER EMPLOYED. YEAR ENDING JULY 31, 1916.

Counties.	Salaries, Teachers'.	Number Teachers.	Average Annual Salary.*	Months Schools Were Open.	Monthly Average Salary.*	Enrollment.		Average Attendance.	
						Total.	Per Cent. in Average Attendance.	Total.	Per Teacher.
Allegany	\$155,474.71	279	\$557	9	\$61.90	12,029	71.9	8,634	31.0
Anne Arundel.....	79,739.21	166	480	10	48.00	5,453	67.9	3,701	22.3
Baltimore	400,582.10	542	739	10	73.90	21,701	72.9	15,829	29.2
Calvert	17,299.00	42	411	10	41.10	1,207	64.2	776	18.5
Caroline	44,682.93	99	451	10	45.10	3,845	64.5	2,484	25.1
Carroll	75,673.61	185	409	10	40.90	6,739	65.2	4,379	23.7
Cecil	68,430.66	137	388	9	43.10	3,766	66.3	2,463	18.0
Charles	22,005.60	57	386	9	42.90	1,842	60.5	1,113	19.5
Dorchester	59,922.00	149	402	9	44.70	4,610	64.9	2,993	20.1
Frederick	133,212.71	287	464	9	51.60	10,337	68.8	7,155	25.0
Garrett	51,713.04	179	289	7 1/2	38.60	5,684	57.3	3,244	18.1
Harford	73,235.40	144	509	10	50.90	4,977	66.7	3,220	23.1
Howard	32,334.70	64	506	10	50.60	2,469	69.2	1,708	26.7
Kent	43,969.51	87	505	10	50.50	2,288	70.8	1,608	18.4
Montgomery	73,878.45	155	477	10	47.70	5,334	67.8	3,573	21.8
Prince George's.....	89,228.05	172	519	9	57.70	5,934	68.0	4,088	23.8
Queen Anne's.....	48,876.98	94	520	10	52.00	2,216	68.0	1,582	19.0
St. Mary's.....	24,753.13	63	393	9	43.70	2,276	56.1	1,322	21.2
Somerset	44,340.98	103	431	9	47.90	3,732	66.7	2,452	23.8
Talbot	43,037.59	91	473	10	47.30	2,853	70.1	1,919	21.7
Washington	123,237.84	278	443	9	49.30	10,832	67.4	7,348	26.4
Wicomico	61,872.19	143	433	9	48.10	4,339	68.5	2,926	24.0
Worcester	49,926.84	126	396	9	44.00	3,966	62.5	2,480	19.1
Totals.....	\$1,817,427.23	3,642	\$499	Av. 9.41	.....	129,033	67.9	87,560	24.1
Baltimore City....	\$1,456,842.90	1,832	\$795	10	\$79.50	68,672	79.7	54,767	29.9
Totals.....	\$3,274,270.13	5,474	\$598	Av. 9.705	.....	197,705	71.9	142,327	26.0

*These data include both high and elementary schools. The averages of a few counties supporting several large high schools is considerably larger than the amount received by elementary school teachers in those counties.

†High schools in Garrett County open nine months; average monthly salary consequently less than figure shown (\$38.60).

TABLE I.—COLORED SCHOOLS.—SHOWING THE AMOUNT PAID FOR TEACHERS' SALARIES, THE TOTAL NUMBER OF TEACHERS EMPLOYED, THE AVERAGE ANNUAL SALARIES PAID TEACHERS, THE NUMBER OF MONTHS THE SCHOOLS WERE OPEN; AVERAGE MONTHLY SALARIES PAID TEACHERS, THE TOTAL ENROLLMENT WITH PER CENT OF ENROLLMENT IN AVERAGE ATTENDANCE WITH THE AVERAGE ATTENDANCE PER TEACHER EMPLOYED.
YEAR ENDING JULY 31, 1916.

Counties.	Teachers' Salaries.	Teachers' Number.	Average Annual Salary.	Months Schools Were Open.	Average Monthly Salary.	Enrollment.		Average Attendance.	
						Total.	Per Cent. in Average Attendance.	Total.	Per Teacher.
Allegheny	\$3,269.20	7	\$467	9	\$51.90	278	61.9	172	24.6
Anne Arundel.....	5,893.22	55	109	4	27.20	2,768	60.0	1,689	30.7
Baltimore	26,090.34	58	460	10	46.00	2,324	61.0	1,392	24.0
Calvert	3,056.00	23	133	7½	17.70	1,201	49.2	590	25.7
Caroline	4,990.81	29	172	6½	27.50	1,541	51.6	795	27.4
Carroll	2,635.15	12	220	8½	25.10	446	52.5	234	19.5
Cecil	5,794.21	21	276	9	30.70	545	75.4	411	19.6
Charles	5,444.24	34	162	6½	25.00	1,867	49.5	923	27.2
Chesapeake	8,846.75	54	164	5½	29.80	2,244	59.3	1,329	21.6
Dorchester	7,858.01	34	231	8½	28.40	1,236	60.3	748	22.0
Frederick	5,077.60	23	220	8	27.50	940	55.5	521	23.7
Garrett	3,757.30	13	153	6½	24.50	794	65.1	516	28.7
Harford	5,653.59	18	170	10	17.00	1,376	51.2	701	21.3
Kent	6,832.45	33	180	7½	24.00	2,104	59.5	1,243	23.8
Montgomery	10,748.48	52	207	8	25.90	2,682	53.6	1,437	27.6
Prince George's	4,314.58	23	188	7½	25.10	1,119	44.1	733	21.4
Queen Anne's	5,382.88	33	163	6½	25.10	2,513	46.4	1,304	21.9
St. Mary's	5,667.00	37	153	6	25.80	2,129	61.2	1,304	35.3
Somerset	4,916.62	29	170	6½	27.20	1,423	61.7	876	30.2
Talbot	3,604.12	12	300	9	33.40	1,387	61.1	236	13.7
Washington	4,973.67	37	134	5	26.80	1,888	57.8	1,092	23.5
Wicomico	5,357.80	38	141	6	23.50	2,070	52.9	1,095	28.8
Worcester									
Totals.....	\$139,132.02	700	\$199	AV. 6.98	.....	33,354	55.4	18,502	26.4
Baltimore City....	\$211,547.34	286	\$739	10	\$73.90	12,497	67.8	8,477	29.6
Totals.....	\$350,679.36	986	\$356	AV. 8.49	.....	45,851	58.8	26,979	27.3

STATE OF MARYLAND
PUBLIC SCHOOL ANNIVERSARIES.

WASHINGTON'S BIRTHDAY.

(FRIDAY, FEBRUARY 22.)

SUGGESTIVE PROGRAM.

1. Song—"America," followed by Flag Drill or Salute.
2. Dramatization—George Washington and His Mother's Colt.
3. The Children's Hymn.
4. Dramatization—Making the First Flag.
5. Exercise—"Our Flag."
6. "Slow and Stately"—Colonial Minuet.
7. Drill—Local Patrol, Boy Scouts.
8. Addresses—A Patron or Friend of the School.
9. Song—Columbia, the Gem of the Ocean.
10. Exercise—Acrostic.
11. Recent Visitors to Washington's Tomb.
12. Recitation—The Twenty-second of February.
13. Song—Star-Spangled Banner.

Suggestions to the Teacher.—Most of the program above can be worked up from material available in every school; such as may not be at hand is printed below. The two dramatizations, and others which the teacher may like to use, might be preceded by the simple telling of the story to the audience, one child coming forward alone to do this, and the dramatization following. Any colonial minuet may be used instead of "Slow and Stately," which is named because so many of our teachers know it. The acrostic will be most effective if presented by the younger pupils, and the exercise, "Our Flag," if done by older ones. The "Children's Hymn" can be sung to any Long Meter tune. "Recent Visitors to Washington's Tomb" might be an essay, written by one of the older children, descriptive of the visits to Mt. Vernon recently made by the British, French, and Italian War Missions.

The teacher is urged to feel free to vary this program; it is, as the caption implies, only a "suggestive" one. Much choice material can be found in former issues of the *Year Book*.

THE STORY OF BETSY ROSS.

The first flag prepared in accordance with the Act of Congress of September 3, 1777, prescribing what the American flag should be, was made by Betsy Ross in a house which is still standing in Philadelphia. The following account of the making of this flag is taken from Rhoades' "Story of Philadelphia":

There is a tradition that the Committee appointed by Congress to prepare a design for the new flag consisted of General Washington, Robert Morris, and Colonel George Ross. From the diary of Washington we learn that he was not in Philadelphia on June 14, 1777, but at Middlebrook, New Jersey; nor had he been in Philadelphia from June 5, 1776, to August 31, 1777. He may have been, however, one of the chosen committee, and furnished a design for their consideration, and the device may have been suggested by the design on his coat of arms. Colonel Ross had a relative, Betsy Ross, who lived at 239 Arch Street, and who had previously made flags for the American army and navy. The committee called upon Mrs. Ross, stated their mission, and asked if she would make such a flag as ordered by Congress. "I do not know whether I can or not, but I'll try," was her reply. As the Act of Congress did not specify the number of points of the star or their arrangement, Mrs. Ross suggested that a star of five points would be more distinct, pleasing and appropriate than the six-pointed star which the committee had designed. Folding a piece of white paper, she cut, with a single slip of her scissors, a five-pointed star, and placing it on a blue field, delighted the committee with her taste, ingenuity and judgment. The committee decided that the stars, thirteen in number, should be arranged in a circle on a blue field, as the circle or ring is typical of eternity. So well pleased were the committee with the flag which Betsy Ross had made, that they authorized her, in the name of Congress, to make the United States flags. On receiving commands from Congress, Betsy Ross began the making of American flags, and employed many hands to aid her; and soon the new flag with its stars and stripes became the national ensign and floated over the army, navy, and public buildings.

STATE OF MARYLAND

THE CHILDREN'S HYMN.

Land of our Birth, we pledge to thee
 Our love and toil in the years to be;
 When we are grown and take our place,
 As men and women with our race.

Father in Heaven who lovest all,
 Oh, help Thy children when they call;
 That they may build from age to age
 An undefiléd heritage!

Teach us to bear the yoke in youth,
 With steadfastness and careful truth;
 That, in our time, Thy grace may give
 The Truth whereby the Nation live.

Teach us the Strength that cannot seek,
 By deed or thought, to hurt the weak;
 That, under Théé, we may possess
 Man's strength to comfort man's distress.

Land of our Birth, our Faith, our Pride,
 For whose dear sake our fathers died;
 O Motherland, we pledge to thee
 Head, heart, and hand through the years to be!

—Kipling.

OUR FLAG.

Pupil—This is our flag, and may it wave
 Wide over land and sea,
 Though others love a different flag,
 This is the flag for me.

All—(concert)—And *that's* the flag for all our land
 We will revere no other;
 And he who loves this symbol fair,
 Shall be to us a brother.

Pupil—America! the land we love
 Our broad fair land so free;
 And schoolmates, whereso'er I go,
 This is the flag for me.

All—(concert)—And *that's* the flag. * * * *

Pupil—These glorious stars and radiant stripes
 With youthful joy I see;
 May no rude hand its beauty mar!
 This is the flag for me.

All—(concert)—And *that's* the flag. * * * *

AN ACROSTIC.

To be recited by sixteen little folks, each wearing his letter on a card about his neck, with the wrong side of the card outermost. Each turns his card to display his letter with the first word of his recitation.

1. Great was the hero whose name we shall spell.
2. Eager to do his work nobly and well.
3. Orderly, too, in all of his ways.
4. Righteous was he to the end of his days.
5. Good, we are told, from his earliest youth.
6. Earnest his efforts for freedom and truth.
7. Wise with a wisdom sent from above.
8. Ardent his hops for the country we love.
9. Strong was his arm when in Liberty's fight.
10. Honest his purpose that right should be might.
11. Indomitable was his courage we know.
12. Noble in thought his worthy deeds show.
13. Grand is the record that's left us to read.
14. True to his God and his country in need.
15. Obedient ever to duty's command.
16. None was so great in all the land.

All.—And now you may see, when our spelling is done,
We give you the name of GEORGE WASHINGTON.

—*Selected.*

THE TWENTY-SECOND OF FEBRUARY.

Pale is the February sky,
And brief the mid-days's sunny hours;
The wind-swept forest seems to sigh
For the sweet time of leaves and flowers.

Yet has no month a prouder day,
Not even when the summer broods
O'er meadows in their fresh array,
Or Autumn tints the glowing woods.

For this chill season now again
Brings, in its annual round, the morn
When, greatest of the sons of men,
Our glorious Washington was born!

Amid the wreck of thrones shall live,
Unmarred, undimmed, our hero's fame;
And years succeeding years shall give
Increase of honors to his name.

—*Bryant.*

THE NATIONAL FLAG.

Today probably several million American flags are waving serenely in the varied breezes of our spacious land, significant of the calm and dignified, yet deep and lasting patriotism of the American people. Be this our native land or adopted country, we pledge allegiance to that flag, uncover as we pass, and wear it in miniature as a token of our loyalty. And yet what do we know about its origin, its meaning, and its history?

Naturally there were many forms of early flags, especially Colonial types used by the individual Colonies and militia regiments, before the flag of the United States was established by our Continental Congress on June 14, 1777, now celebrated as Flag Day. This Act required that the flag of the United States be of thirteen horizontal stripes, alternate red and white, and that the union be thirteen white stars on a blue field, representing a new constellation, but it did not define how many points the stars should have, how they should be arranged, nor make provision for additional ones.

At the time of the adoption of this resolution, Washington is said to have observed: "We take the star from Heaven, the red from our mother country, separating it by white stripes, thus showing that we have separated from her, and the white stripes shall go down to posterity representing Liberty."

One of the first occasions for public display of the "Stars and Stripes" is said to have been on August 6, 1777, when the new flag was hoisted over the troops at Fort Schuyler, Rome, New York. John Paul Jones, is said to have been the first to fly the stars and stripes over the high seas, on the "Ranger," in November, 1777. The National Museum at Washington has an early Naval 12-star type flag said to have been flown by John Paul Jones during the War of the Revolution.

It has been well said that our national emblem stands for American ideals and ideas—it is not the flag of a family or a house, but the flag of the whole people. It is the emblem of liberty and freedom, being indicative both of individual independence and symbolic of a united and closely bonded people. Far from being merely painted and dyed cloth, it represents the Constitution and Government of a hundred million free people, it stands for the people themselves, and records the history of their nation.

In the National Museum at Washington, among the many other patriotic relics and emblems, are displayed more than 30 historic American flags. On the labels the history of each is recorded; some came from fields of battle, a number from famous sea fights, and others were flown over garrisons or forts by distinguished American officers. The series of flags shows very well the periodic changes which have taken place in our flag. From the time of the Revolution the stars and stripes in the flag have varied. There were 13 stars during the Revolution, 15 in the War of 1812, 29 in the Mexican War,

33 to 35 in the Civil War, 45 in the Spanish War, and 48 today. The stripes were changed first from 13 to 15, and then back again to 13. It may be surprising to know that our national flag is among the oldest flags of the nations, being older than the present British Jack, the French Tri-color, and the flag of Spain, and many years older than the flags of Germany and Italy, some of which are either personal flags or those of the reigning families.

The American flag of the highest historic and sentimental value to the whole country is in the National Museum collections. It is the original "Star-Spangled Banner," which flew over Fort McHenry in Baltimore Harbor, during the bombardment on September 13-14, 1814, and was the inspiration of Francis Scott Key's immortal poem, now sung as our national anthem. This flag, now exhibited in the Arts and Industries building of the National Museum, is known also as the "Fort McHenry Flag." It is of the 15-star-and-stripe type, adopted after the admission of Vermont and Kentucky by an Act approved by President Washington, January 13, 1794. The "Star-Spangled Banner" measures about 30 feet square, though it was probably somewhat longer, and is much battered and torn, with one star missing, possibly shot away. This historic national souvenir of the War of 1812, has lately been preserved by quilting on heavy linen, and will ever remain one of the country's most precious relics. From 1795 this form continued as the standard flag until President Monroe's administration, when Congress enacted that it should thereafter be of 13 stripes and 20 stars, with the addition of a star for each new State, commencing July 4, 1818.

It seems that for many years the army did not carry the Stars and Stripes in battle, though it had been in general use as a garrison flag. The land forces during this period and earlier carried what was known as national colors or standards—blue with the coat-of-arms of the United States, comprising an eagle surmounted by a number of stars, emblazoned thereon, with the designation of the body of troops. In 1834 War Department regulations gave the artillery the right to carry the Stars and Stripes. The infantry and cavalry still used the national standards, which remained the colors of the infantry until 1841 and of the cavalry until 1887, when that branch of the army was ordered to carry the Stars and Stripes. From its adoption in 1777, however, naval vessels universally displayed the national flag.

Many forms of the Stars and Stripes flag existed until recently, for it was not until President Taft's administration that definite specifications were drawn up. An executive order, dated October 29, 1912, prescribed standard sizes for the Stars and Stripes, and yet further specifications in sizes were found necessary by President Wilson only last year.

The history of our flag thus indicates that the Stars and Stripes was not officially carried by our troops in battle until the period of

the Mexican War, 1846-47. Several flags of that period are in the museum collections. Among them is a flag of 13 stars and stripes carried throughout that war by the battalion of volunteers from Maryland and the District of Columbia, and the flag of Company "I," Fourth Regiment of Indiana Infantry, of 13 stripes, with an eagle in the field. Ten flags of the National Museum collection pertain to the Civil War.

—Abridged from *Smithsonian Institution Bulletin* of May 5, 1917.

MARYLAND DAY.

(MONDAY, MARCH 25, 1918.)

MARYLAND'S PART IN OUR NATIONAL STRUGGLE.

A Pageant in a Prologue, Four Episodes, and an Epilogue, planned and written by the students in the Elementary School Department of the Summer School of the Maryland State College of Agriculture, July, 1917.

PROGRAM.

Processional.....	Maryland, My Maryland
Prologue.....	The Call of Maryland
Episode I.....	The Answer from the Coastal Plains <i>Farmer, Fisherman, Seaman.</i>
Interlude 1.....	The Farmers' Dance
Episode II.....	The Cities of the Piedmont Region <i>Merchant, Mechanic, Manufacturer.</i>
Interlude 2.....	Reap the Flax
Episode III.....	The Answer from the Appalachian Highland <i>Miner, Lumberman, Dairymaid.</i>
Interlude 3.....	Norwegian Mountain March
Episode IV.....	The Maryland Council for National Defense <i>First Aid, Food Conservation.</i>
Epilogue.....	America's Acceptance
Recessional.....	"Star-Spangled Banner"

PROLOGUE.

Maryland—"I am Maryland. From the east, where the great Atlantic laps my shores, I stretch for miles a fertile plain to the Chesapeake's bright waters. On my western shore large cities rise, towns dot the hills, and my people live and work in peace and harmony."

"Great mountains form my western wall, look down upon the valleys, shelter plains from storms that blow, and like guards stand against the sky with wooded arms that point forever upward.

"From all corners comes to my ears the answering cry of willingness to give and to do toward helping our nation and our allies to conserve the food we have, and to foster the strength of our people.

"We are in a 'war to end war,' and we can do it if we keep our strength, if we have food enough to fortify our bodies.

"Let us then count our resources and harvest our crops—first from the counties to the east and south, where the air is warm and balmy and the land is low and fertile, and where the waters of the Chesapeake flow and enrich our country."

Herald—The Answer from "The Coastal Plain."

EPISODE I.

(Farmer, Seaman, and Fisherman—Advance in Front of *Maryland*.)

Farmer—"Our lands are planted with much food. Fields of golden grain wave and ripen in the sunlight; orchards are heavily laden with peaches, pears, and apples. Tomatoes, beans, potatoes, onions, cabbage, beets, and carrots flourish in abundance. Great strength for mankind is stored up in them. We have enough for ourselves and plenty to spare, to help where our country needs them."

Fisherman—"To the rivers that wind in and out like threads of silver in the sand—the Choptank, Wicomico, Potomac, and Patuxent—to the deep, salt waters of the Chesapeake, we will go with line and seine, with tong and net, and bring forth fish and crabs, clam and oyster. These are good food. We can supply armies of men and feed many families of women and children."

Seaman—"The farmer's work and the fisherman's toil will avail little without my aid. My strong ships will ply between our southern and eastern ports bringing vegetables from Cambridge, Easton, Denton, and St. Mary's, and fish, crabs, and oysters from Crisfield, Cambridge, Marlborough, and Marion, carrying them to Baltimore, the Market of the South."

INTERLUDE 1.

(Slow Music.)

(Leaders place wheat at feet of Maryland. "Farmers' dance," or "Sailors' dance.")

Maryland—"To the west of the Bay more farms are found, and they will add their store to what has come from the Eastern Shore."

"On the sunny Severn peacefully rests that quaint old town, Annapolis. On the broad Patapsco lies our Baltimore; to the west, in the valley of the Catoctins, the clustered spires of Frederick stand; and still further west sits happy Hagerstown.

"What can these cities do? What offerings can they make in answer to our nation's call?"

Herald—"The Cities of the Piedmont Region."

EPISODE II.

(Merchant, Minuufacturer, and Mechanic Advance Toward Center.)

Manufacturer—"Send us raw materials—foodstuffs, textiles, and metals—and we will make things useful at home and abroad.

"Our ammunition plants are pouring out ammunition for the soldiers and giving work to thousands of men and women.

"Our foundries are making stoves and cooking utensils for the training camps, and cots for the men to lie on.

"Our clothing houses are filling large orders for clothes for the soldiers, blankets, suits, boots, and shoes, while our factories turn out thousands of yards of cotton duck for their tents.

"Food is gathered, prepared, and preserved, and cans for its conservation are being made.

"Our plants along the river banks are producing more fertilizer, that the ground may be enriched and the farmer get the best the soil can give."

Mechanic—"I am the workman who helps the manufacturer. I am the man who shapes with his hands and his tools what the mind of the manufacturer conceives.

"I build the vessels that carry food to our Allies and that carry our soldiers from port to camp. I build the battleships which will overpower the enemy and bring peace to an angry world. I make the bullets of defense in the factory, and I mold the utensils to cook the soldier's meals and the cans to preserve his food."

Merchant—"I pay into the coffers of my nation a war tax, for I sell the products of the farmer, the weaver, and the manufacturer. I give work to thousands of people."

"It was the merchant who in 1730 laid out the city of Baltimore, when the planter needed a market for his tobacco. It was the merchant who rebuilt the city after the fire of 1904, and it will be the merchant, who by furnishing the motive power of commerce, will sustain and foster the progress of our country.

INTERLUDE 2.

(Slow Music.)

(Leaders present offerings, and lay flax at the feet of Maryland. "Flax Dance," "Shoemaker's Dance," or other Artisan's Dance.)

Maryland—"We have left behind us the tide-washed land of the east and south; we have passed the hilly lands where the cities lie with fertile valleys between, and now are come to the Maryland Highlands.

"Stretching far away before us lies the beautiful green of the Middletown Valley. Farther west lies Cumberland, 'The Gateway of the West,' and like a wall of protection stand the lordly Alleghanies frowning, their shadows on the fertile plains, looking over all the State like the watchman in his tower, overshadowed only by the cloudlets in the sky.

"What can this section do? What can the mountains give, other than joy in their beautiful scenery?"

Herald—"The Answer from the Appalachian Highlands."

EPISODE III.

(Lumberman, Miner, and Dairymaid advance toward Maryland.)

Lumberman—"Come to Western Maryland and see our timber lands—see the acres and acres of woodland now being cleared. Much lumber is needed for building ships, for building trains and cars, for travel and for transport ambulance; still more for fuel, housebuilding, paper pulp, tanning, and countless other industries dependent upon the tree.

"We have choice forests of yellow pine, oak, maple, birch, beech, and poplar. Our men are busy in the forests and the saw mills and the factories, and Maryland gives her lumber where her country's needs require it."

Dairymaid—"When meat is dear and scarce, when there is little flour for bread, when vegetables are few and poor, there is still one food which will succor life and give strength where all else fails. From our fertile Middletown Valley productive of good grass and corn, with our green and shining hillsides yielding food for our cattle, we will produce rich milk and creamy butter that will keep in health and strength the families left at home."

Miner—"Far into the mountain side, deep under the dark earth, with lantern and pick we go each day to find the secret gifts of the giant hills.

"Our ships need much coal, our trains need fuel and power. Our manufacturing plants need coal that they may fill the nation's orders, and our people will freeze in their homes if they have no fires.

"This means that Cumberland, Frostburg, and Lonaconing dig longer and deeper than ever that Maryland's coal may be the one big force—the power which shall end this terrible war."

INTERLUDE 3.

("Norwegian Mountain March"—or a rhythmic game dramatizing the *Woodcutter* or the *Miner*.)

Maryland—"All regions have been heard from, and show Maryland's share of varied resources and possibilities to be a large one; but there is one source from which we have not heard, and that is from Maryland's women—those women who are not farmer's wives or daughters, who are not dairymaids, who are not workers in the manufacturing plants or using their pens in the service of the nation, but those women, mothers and wives, the makers of the homes of the nation. Let them tell us what they will do."

Bugler—"The Maryland Council of National Defense." (Represented by nurses and housewives carrying trays representative of the "Food Conservation" and "First Aid" movements.)

EPISODE IV.

Housewife—"The task facing the American nation is harder than that of organizing and equipping effective armies. It is so to modify the food habits of the 100,000,000 of our people that the needed supplies of food may be furnished.

"Neither producers, nor dealers, nor consumers can effect this alone. It cannot be done by legislation. Only by coöperation—universal, generous, whole-souled, decisive—can we do it?

"This coöperation must begin in the home. Housewife, father, and children are equally concerned and equally under obligation to enter the partnership. The outcome of the war, and the welfare of the work depend upon their actively participating with others in the program.

"President Wilson in his letter to Mr. Hoover says: 'The women of the nation are already earnestly seeking to do their part in this, our great struggle for the maintenance of our national ideals, and in no direction can they so greatly assist as by enlisting in the service of the food administration and cheerfully accepting its direction and

advice. By so doing they will increase the surplus of food available for our own army, and for export to the allies. To provide adequate supplies for the coming year is of absolute vital importance to the conduct of the war and without a very conscientious elimination of waste, and a very strict economy in our food consumption, we cannot hope to fulfil this primary duty.'

"It is then the women of Maryland whose patriotism is so eloquently appealed to by our President who must rally to the standard of food conservation. It is they who purchase and handle the food of the nation, and their coöperation is essential to the success of this campaign."

Red Cross Nurse—"The American National Red Cross realizes that it will be performing only a part of its duties in respect to mitigating human suffering, if it restricts its efforts solely to conditions contingent upon war, pestilence, famine, fire, and flood. With a view to conserving human life by general instruction in first aid and accident prevention, and by furnishing articles which can readily be made of use in unskilled and but partly trained hands, the Red Cross has established a First Aid Division.

"Women should know what they can do when accidents and sudden illnesses occur within their own homes or elsewhere, and thus make unnecessary the services of the physician and the trained nurse at home, giving them opportunity to go with the soldiers where humanity's need is greatest."

EPILOGUE.

America—"Maryland, you have done well. I am proud of you for the way you have made ready. Your liberty bonds were bought up quickly; your soldiers soon volunteered. When the call came for nurses and doctors, you reached your quota promptly. Here again your loyalty to the cause marked you foremost among the States of the Union.

"We look to you with pride from all your sister States and when we accomplish our purpose and end the war, the flag of our country will still more proudly float o'er Maryland, My Maryland."

Recessional—"Star-Spangled Banner."

SUGGESTIONS TO THE TEACHER.

This pageant can be adopted for schoolroom, hall, or outdoor use.

Where there is room enough—and there is even in the ordinary schoolroom—it is very effective to begin with a processional. Children might form in line in the cloakroom, or even in the yard, and walk around the room to the music of "Maryland, My Maryland," played on the piano or victrola, or sung by the children.

The characters might form at the head of room, or on the platform, or on an elevated portion of the green; and the dancers could arrange themselves in groups—in their seats, if the room is small, or in lines or circles, to the front of the speakers.

The "bugler" or "herald" might carry a bugle, horn, or stick.

Maryland should be represented by a girl dressed in black and orange, or wearing the State colors in some form.

EPISODE I—

The farmer's costume is easy to manage—overalls and big straw hat will make a farmer of a boy; a sickle or rake will heighten the effect.

A raincoat and hat, with a crab net or fishing line, will make the fisherman of boy or girl; and a white sailor suit—middy blouse and skirt, or middy blouse and white trousers, will complete the seaman.

INTERLUDE 1—

The dancers might be dressed alike; and any dance or rhythmic exercise, suggestive of the farmer, the sailor, or the fisherman would be appropriate.

EPISODE II—

The merchant and the manufacturer should be boys dressed in their best-looking suits, while the mechanic, representing the workman, wears a work shirt, sleeves rolled up and soft collar, and carries a lunch box or bucket, and a hammer.

INTERLUDE 2—

The dance here might be any dance or exercise suggestive of an industry, e. g., "Reap the Flax," "Shoemaker's Dance," or "The Blacksmith"; and the children may be dressed in appropriate costumes—yellow, suggestive of flax, or in aprons, suggesting the blacksmith or shoemaker.

EPISODE III—

The lumberman—rough suit, carrying ax over his shoulder. The miner—rough clothes, carrying pick and lantern in his cap. The dairymaid—white suit and cap, or simply an apron, and carrying milk pail.

INTERLUDE 3—

Dance might be "Dairymaid's Dance," or exercise suggesting chopping trees, or digging for coal; or symbolic, as "Norwegian Mountain March." Dancers dressed in suggestive costumes.

EPISODE IV—

Housewives, representing the "Food Conservation" and "First Aid" movements, might be dressed in white dresses and white caps, carrying trays, showing some of the food preserved for winter, and articles used in "First Aid" cases.

America—in red, white, and blue, carrying American flag—or in white, with flag.

This pageant can be expensively costumed, making it a spectacular performance which may be presented as a benefit; or it can be staged in costumes gathered and made by the children; or it can be presented without costume. It lies, consequently, within the limitations of every school.

ARBOR DAY.

(To be designated by the Governor.)

To the Public School Teachers of Maryland:

The anniversary which we are keeping today has, by the recent trend of events, been given a new, and even greater meaning than that which we observed and kept one year ago. The shock of opposing forces has been felt about the world, and in our hearts we have almost said, at times, "This is no time for tree-planting; who can think of setting a tree or training a flower when the wealth and energy and force of an entire planet are heaved in combat?"

So has probably reasoned more than one, and many of the things that seem worth while in ordinary times have been discarded now. Yet as we approach another Arbor Day, with its thought for the nature that should be uppermost in childhood's mind throughout a year, with its promise of spring and its touch of the great outdoors, there is an object, surely, in remembering the early meaning of the day. And this object lies in finding the *spirit* of Arbor Day in 1918.

On the other side of the ocean the forests that were started by another century are being well culled now or utterly destroyed. The work of years has gone to pieces, but not entirely in vain. Over thousands of square miles, though the forest has been sacrificed, it has not gone before it has fulfilled its mission, either as the natural cover in defense or as the storehouse which was holding in reserve materials which are only more necessary now than at another time. Distressful enough as it is to many, it is nevertheless a part of necessity, and we who love the trees and the forest need only be glad that they have found so fine a part to play. Though razed entirely, they went hard; and though cut away for the timber that was there, they gave good evidence of their high worth to man.

Let us, therefore, on this day, this year, give a thought to the forests across the seas that have taken their part in war; and give a second thought to planting one tree for their memory, and another with the hope that it may have for future members of the school as inspiring a message of beauty, of strength, and of good use to man. Trees and forests have always been part of America. Just as long

as she continues a forward-looking land, just so long will the importance of forests be realized and continue. Forests are as requisite in the fullest play of the industrial fibers of the nation as are the trees of the school yard to the healthful and congenial pastime of the child. Both are worth while. Never anything but desirable, they are most necessary now. Trees need the man, but not more than man needs the forest. *Plant trees, and the forests will care for themselves.* Take this for an Arbor Day text, if you will; but see that it is studied well at other times.

Cordially yours,

F. W. BESLEY,
State Forester.

A SUGGESTED PROGRAM FOR THE OBSERVANCE OF ARBOR DAY IN MARYLAND.

Prepared expressly for use in the Year Book of 1917-1918 by the
Maryland State Board of Forestry, Baltimore.

PROGRAM.

Recitation—"The Popular Poplar Tree".....A Pupil
Reading—"The Governor's Proclamation".....The Teacher
Exercise—"Bird Trades".....Three Small Girls
Declamation—"What is Forestry?".....A Pupil
Recitation—"The Liberty Tree".....A Pupil
Address of the Day.
Recitation—"Landing of the Pilgrims".....A Pupil
Reading—"The New Arbor Day".....The Teacher
Exercise—"Forward, March!".....Eight Boys
Recitation—"The Pines".....A Pupil
Song—"An Anthem for Arbor Day".....The School
Recitation—"Trees"A Pupil

THE POPULAR POPLAR TREE.

When the great wind sets things whirling,
 And rattles the window-panes,
 And blows the dust in giants
 And dragons' tossing their manes;
 When the willows have waves like water,
 And children are shouting with glee,
 When the pines are alive and the larches—
 Then hurrah for you and me,
 In the tip o' the top o' the top o' the tip of the
 popular poplar tree.

Don't talk about Jack and the Beanstalk—
 He did not climb half so high!
 And Alice in all her travels
 Was never so near the sky!
 Only the swallow a-skimming
 The storm-cloud over the lea,
 Knows how it feels to be flying—
 When the gusts come strong and free—
 In the tip o' the top o' the top o' the tip of the
 popular poplar tree.

—*Blanche Willis Howard.*

BIRD TRADES.

(Arranged for Three Little Girls.)

First—

The swallow is a mason,
 And underneath the eaves
 He builds a nest and plasters it
 With mud and hay and leaves.

Second—

Of all the weavers that I know,
 The oriole is the best;
 High on the branches of the tree
 She hangs her cosy nest.

Third—

The woodpecker is hard at work—
 A carpenter is he—
 And you may hear him hammering
 His nest high up a tree.

All—

Some little birds are miners;
 Some build upon the ground;
 And busy little tailors, too,
 Among the birds are found.

—*Arbor Day Manual.*

WHAT IS FORESTRY?

(Recitation.)

Long ago Noah Webster had to say of forestry that it was "The art of forming or of cultivating timber; the management of growing timber."

Years have not changed the definition much, yet as they slip by they are adding a larger meaning to the word, new duties to the work. In the State of Maryland, for instance, forestry signifies not alone the art of skilful timber cultivation, but of reforestation, the reclamation with trees of waste and idle lands; perpetuation and management of forest industries; cutting old trees when they are ripe; growing new ones to take their places; forest education; elimination of wood waste, and almost literally a thousand and one phases of what might aptly be called forest welfare work.

With the increasing scarcity of well-grown, well-tended forests, those that are left take on new values; and yet if forest prices were still higher it would be beneficial, in a way, since few men can plant a crop without assurance of a reasonable and certain profit. The president of the American Forestry Association, Charles Lathrop Pack, said to that body recently:

"The values of the trees in the forest—stumpage value we call them—have in recent years steadily increased, but even at present prices forest trees at the source are the most reasonable crops that grow—cheaper, I believe, than wheat at twenty-five cents a bushel, or corn at ten cents a bushel, or cotton at five cents a pound. Suppose that cotton or grain were century plants, like large pine trees, it would require a comptometer to compute the price of bread for breakfast.

"You can't produce a dense population of men and a large stand of pine, or hardwood, on the same land. We raise a useful man in, say, twenty to twenty-five years. It takes very much longer to raise a tree useful for wide boards or timber. A boy usually produces little or nothing until he becomes of age. This is equally true of the tree raised for lumber of considerable dimensions. We have been a happy people in consuming forests that were here before we came, but now we must realize that timber, like other crops, must be worth the cost of production." In other words, that you should be able to sell your timber for a little more than it cost you to grow it. Scarcity of timber engendered by the war will help to reach that end and wise taxes in our country will promote it also."

Of old-time forestry, E. T. Allen says: "Forestry has changed its definition since Robin Hood and his foresters lived in Sherwood Forest. It was a subject for poetry when Solomon's love song described the beams of fir and the rafters of cedar that roofed his pleasure house, and when Paris herded sheep on Mount Ida to the imminent peril of the irrigators below, but Greece and Asia Minor are today among the world's most terrible examples of forest de-

struction. If we are to profit by their lesson, we must give it the most serious and practical attention. If we must have inspiration from philosophers and poets, let me leave with you two maxims from the wisest. Centuries before Christ was born the Chinese Mencius said: 'If the axes and the bills enter the forests only at the proper times, the wood will be more than can be used.' And it was Shakespeare himself who told us, 'A little fire is quickly trodden out, which being suffered rivers cannot quench.'"

THE LIBERTY TREE.

In a chariot of light, from the regions of day,
The Goddess of Liberty came;
Ten thousand celestials directed her way,
And hither conducted the dame.
A fair budding branch from the gardens above,
Where millions with millions agree;
She brought in her hand as a pledge of her love,
And the plant she named Liberty Tree.

The celestial exotic struck deep in the ground,
Like a native it flourished and bore;
The fame of its fruit drew the nations around
To seek out the peaceable shore;
Unmindful of names or distinctions they came,
For freemen like brothers agree;
With one spirit endued, they our friendship pursued,
And their temple was Liberty Tree.

—*Thomas Paine* (1776).

LANDING OF THE PILGRIMS.

The breaking waves dashed high
On a stern and rock-bound coast,
And the woods against a stormy sky
Their giant branches tossed.

Not as the conqueror comes,
They, the true-hearted came,
Not with the roll of stirring drums,
And the trumpet that sings of fame.

Not as the flying come,
In silence and in fear;
They shook the depths of the desert's gloom
With their hymns of lofty cheer.

Amidst the storms they sang;
And the stars heard, and the sea;
And the sounding aisles of the dim woods rang
To the anthem of the free.

The ocean eagle soared
From his nest by the white wave's foam;
And the rocking pines of the forest roared;
This was their welcome home!

THE NEW ARBOR DAY.

(Reading—The Teacher.)

Go back some forty years and you will find the schools of that Mid-West State, Nebraska, dedicating one day in the spring of the year to a beginning of setting out trees where very few trees grew. The making of this day was in part a concession to conditions which had been so long existent that many would have told you that their State had always been a forestless, if not in fact a treeless one.

It was this, in part, joined to a growing desire to make the schools and their grounds attractive *in spite of* such conditions, that the Arbor Day idea first took root. That it did actually take root as well as a very firm hold, the rapidity with which the observance spread attests. In the great majority of the United States, Arbor Day comes round almost as regularly as spring itself, and while the school people of this country are taking those steps which do more, far more, than any other thing to make their environment comfortable, thoroughly pleasant, and in all ways "livable," they may imagine that in some such far-removed nook of the world as Japan other children in very different places, but in much the usual way, are setting out their cherry and gingko trees with ceremonies meaning no less to them than your own to you. And those that have visited those islands in the season of cherry blossoms will tell you that the tree planters of Japan have indeed worked well.

Originally, Arbor Day had a somewhat restricted meaning and a rather narrow application. In short, it too frequently meant the setting out of perhaps a single tree with a considerable show and rather elaborate exercises. On one day it had even more care than was good for it; but on the rest it was allowed to lapse into the background, be forgotten, and only called to mind when on another day approaching this anniversary a visit to it might show that it had died, that it was time to set out another. So the programme was repeated, and occasionally a thrifty tree showed that it had had some care or that it was of a particularly hardy stock, and able to grow along without it. School grounds might have one or a few perhaps attractive trees, but much care was not always given to seeing that

they were of the right sizes and kinds, or that they were set out where a maximum of benefit might be enjoyed. Nevertheless, the work persisted, as also the need. There are a few things which early in their history are not compelled to pass through a period of trial which is chiefly experimentation.

This Arbor Day received. It was tried out and found to be worth while. Its scope was broadened and it became a time when things which were taught and studied throughout the year, instead of only one day in it, might receive new impetus and inspiration. It became a day when the interest of an entire year might be focussed and concentrated upon the benefits resulting to a town, and state, and country, through the setting out of trees. The curriculum of the public school is every day taking on a more usefully practical tone. Agriculture has received a place in elemental studies, and it is but reasonable to expect that forestry, which makes agriculture permanently possible, is bound in time to take front rank with those other studies which have been longer enjoyed but which are admittedly now hardly more important.

For some hundreds of years the most advanced countries of Europe, and in certain ways they are very far advanced indeed, have been using nearly every one of their working days as Arbor Day. When the Hessian mercenary soldiery returned to their country from their fighting against our colonies during the War of the American Revolution, they took with them no wreaths of victory. Being, nevertheless, a somewhat clever people, they carried back instead some quantities of white pine seed. They planted the seed, and it grew, until the visitor to Germany before the war might see there finer forests of the American white pine than have been growing in this country since the primeval forests went their way. And the white pine here was the first in the forests to go, for it was a wood of many uses, and the colonists had need for everyone of them.

The foresters of France and Switzerland, judged by their work, have not done less, and to some extent the same is found in Italy and Spain. The people there have learned, often expensively, that there must be forests so long as there is life to be supported, crops to be grown and national advancement to be secured and sustained. The man who grows no crop of value on his land is taxed accordingly; which means, in Europe, that he is made to pay more for a *lack* of improvements than for the *presence* of them. Very often it is done differently here, and the man who has grown forests about his farms, and trees about his home, is charged a higher tax rate for the very things that are of benefit to many and which needed to be brought about. This, though, is being changed and by wiser application taxes are being used in a growing number of States to encourage rather than cut down the work of tree planting for improvement.

Land suited to tree growth is never long without it in Europe. Sometimes, when the old stand is cut away, a crop of fertilizing

value replaces it for a season or so, but then the acres which are best adapted to trees are returned to new plantings of them, and the system continued which has for long made the forests and forestry of Europe by-words wherever trees are known and appreciated. And there are few places where this last is not the case.

The war has shown plainly that wood is no less necessary, both in Europe and America, for the conduct of such work than for the usual uses of more peaceful times. Indeed, it is apparently far more so. Forests by the thousand acres have been reduced almost overnight to wood and timber which have brightened many a soldier's chilly bivouac, bridged streams, planked roads, held up earth-walled entrenchments and made possible many things which otherwise could not be done. Europeans are far-sighted and they had the wood. Perhaps we cannot now see the same great needs with us, yet the unparalleled industrial expansion which this nation is now undergoing is constantly requiring more wood. Europe has no time and little place for her tree planting now and this wood must be "made in America."

Arbor Day plantings may not supply this need, but at the least they give a lesson in the setting out of trees, and opportunity as well to see and understand why more of this Arbor Day-idea may very well be undertaken with advantage. Do today's work well; then follow it up. It is a day of preparedness. On Arbor Day this word may mean the making of a more attractive school. On other days it may be recollected that preparedness might signify something a little larger, and that much tree planting may very well be placed in the list of those desirable and very necessary steps which will go far to set this country in the forward place where it belongs.

FORWARD, MARCH!
(Arranged for Eight Boys.)

First—

Spring gives the order, "Forward, March!"
'Tis borne along the eager line;
Breathes through the boughs of rustling larch,
And murmurs in the pine.

Second—

"March!" At the sound, impatient springs
The mountain rill, with rippling glee,
And rolling through the valley, brings
Its tribute to the sea.

Third—

"March!" and upon each sunny hill
Old winter's allies, ice and snow,
Start at the music of the rill,
And join its outward flow.

Fourth—

“March!” Down among the fibrous roots
Of oaks we hear the summons ring;
The long-chilled life-blood upward shoots
To hail the coming spring.

Fifth—

“March!” and along each narrow neck,
Across the plain, and up the steep,
The spring-tide clears the winter's wreck
With its resistless sweep.

Sixth—

Advancing in unbroken lines,
New allies rush to join its band,
Till winter, in despair, resigns
The scepter to its hands.

Seventh—

On southern slopes, in quiet glades,
And where the brooklets murmuring run;
The grass unsheathes its tiny blades
To temper in the sun.

Eight—

Flora unfolds her banner bright
Above the field of flashing green,
And crocus blooms, in line of light,
Throw back the sunlights sheen.

All—

The birds in every budding tree
Take up anew the old refrain:
The spring has come, rejoice all ye
Who breathe its air again.

THE PINES.

We sleep in the sleep of ages, the bleak, barbarian pines;
The gray moss drapes us like sages, and closer we lock our lines;
And deeper we clutch through the gelid gloom where never a sunbeam
shines.

On the flanks of the storm-gored ridges are our black battalions
massed;

We surge in a host to the sullen coast, and we sing in the ocean
blast;

From empire of sea to empire of snow we grip our empire fast.

To the niggard lands were we driven, 'twixt desert and floes are we
penned;

To us was the Northland given, ours to stronghold and defend;
 Ours till the world would be riven in the crush of the utter end.
 Ours from the bleak beginning, through the aeons of death-like sleep;
 Ours from the shock when the naked rock was hurled from the
 hissing deep;
 Ours through the twilight ages of weary glacier creep.
 Wind of the East, wind of the West, wandering to and fro,
 Chant your songs in our topmost boughs, that the sons of men
 may know
 The peerless pine was the first to come, and the pine will be last to go!
 We pillar the halls of perfumed gloom; we plume where the eagles
 soar;
 The north wind swoops from the brooding Pole, and our ancients
 crash and roar;
 But where one falls from the crumbling walls shoots up a hardy score.
 We spring from the gloom of the canyon's womb; in the valley's lap
 we lie;
 From the white foam fringe, where the breakers cringe, to the
 peaks that tusk the sky;
 We climb, and we peer in the crag-locked mere that gleams like a
 golden eye.
 Gain to the verge of the hog-backed ridge where the vision ranges
 free;
 Pines and pines and the shadows of pines as far as the eye can see;
 A steadfast legion of stalwart knights in dominant empery.
 Sun, moon, and stars give answer; shall we not staunchly stand
 Even as now, forever, wards of the wilder strand,
 Sentinels of the stillness, lords of the last, lone land?

—Robert W. Service.

TREES.

Gray sky above a sombre earth. The hue
 Of sorrow everywhere, yet I find ease
 And new-born courage in the sight of you,
 My trees.

I who have watched you merry in the blue
 Spring dawns, and loud with Summer's hundred glees,
 See you, still valiant, dare the tempest through—
 My trees.

Give me your ancient message bold and true—

I came a child to very Wisdom's knees—

Your strength, your fortitude. Oh, teach anew,

My trees.

—Theodosia Garrison.

ANTHEM FOR ARBOR DAY.

(Tune—"America.")

Joy for the sturdy trees!
Fanned by each fragrant breeze,
Lovely they stand!
The song-birds o'er them trill,
They shade each tinkling rill,
They crowd each swelling hill,
Lowly or grand.

Plant them by stream and way,
Plant where the children play
And toilers rest;
In every verdant vale,
On every sunny swale,
Whether to grow or fail—
God knoweth best.

Select the strong, the fair,
Plant them with earnest care—
No toil is vain.
Plant in a fitter place,
Where, like a lovely face,
Let in some sweeter grace,
Change may prove gain.

God will his blessing send—
All things on Him depend,
His loving care
Clings to each leaf and flower
Like ivy to its tower,
His presence and His power
Are everywhere.

—*Samuel F. Smith.*

A FEW GOOD BOOKS ON TREES, FORESTS AND FORESTRY.

"Our Native Trees," Keeler; Charles Scribner's Sons.

"Getting Acquainted with the Trees," McFarland; The Outlook Co.

"Studies of Trees in Winter," Huntington; Dana Estes & Co.

"The Training of a Forester," Pinchot; J. B. Lippincott Co.

"The Story of the Forest," Dorrance; American Book Co.

"History of Forestry," Fernow; University Press, Toronto.

"The Forests of Maryland," State Board of Forestry, Maryland.

PEACE DAY.

FRIDAY, MAY 17, 1918.

To the Teachers of Maryland:

We find ourselves today in war, a war encircling the greater part of civilized mankind. Whatever may be our view of the processes which have brought the world to this point, we have now to face the fact that the action of the nations is focussed on this gigantic conflict and that our own country is now involved in it.

We recognize that our Government has been loath to join the struggle and has entered into it only after long and searching deliberation. The will of the majority of Congress has declared war and it is the duty of all Americans to accept this mandate. The voice of law commands loyal and earnest service, and American patriotism will respond to the call. Service is the privilege of each and every citizen, and the measure of service is always the nation's need.

We enter upon this war, as stated by President Wilson, with "a profound sense of the solemn and even tragical character of the step * * * and of the grave responsibilities which it involves." We hope with him that we have made "clear to all the world what our motives and objects are," and we trust that during the war we shall remain faithful to the high traditions of America. To keep our minds and our hearts clear, let us refer often, as often as may be necessary, to the words of the President, who has struck the keynote of a new spirit, even in the tragedy of war. "Just because we fight without rancor and without selfish object, seeking nothing for ourselves but what we shall wish to share with all free peoples, we shall, I feel confident, conduct our operations as belligerents without passion and ourselves observe with proud punctilio the principles of right and of fair play we profess to be fighting for."

President Wilson challenges American patriotism in his plea "to conduct ourselves as belligerents in a high spirit of right and fairness because we act without animus." We shall have occasion, again and again, during the "fiery trial and sacrifice ahead of us" to prove that our hearts are right and our traditions true. There will be none of the old passions of war. Our friendships need not be disturbed, and as the President says, we shall have an opportunity to prove this "in our daily attitude and actions toward the millions of men and women of German birth and native sympathy who live among us and share our life, * * * who are in fact loyal to their neighbors and to the Government in the hour of test." Consistent with all this, there will be an interchange of good-will, regardless of race or nationality. A cult of hatred has no place in free America, for tolerance is the first principle of democracy.

Let us scorn to hate. In the midst of the conflict, which is waged for international freedom, let us reassert our belief in law, the absolute prerequisite for a democratic world. While we fight, let us pre-

pare for peace. President Wilson, in his great speech to the Senate on January 22, gave this note to the world: "The statesmen of the world," he said, "must plan for peace, and nations must adjust and accommodate their policy to it, as they have planned for war and made ready for pitiless contest and rivalry." During the last two and a half years, leaders of thought, wherever to be found, have pointed the way, and there exists today substantial agreement on many of the essentials necessary for the avoidance of war in the future. A judicial union of the nations and a permanent international conference have become familiar axioms in the plans for a durable peace.

What is the special service which teachers may render in this war? Anger, hate of other nations, should be kept from the school-room. The schools should maintain a civic and moral stability among the youth of the land. This is the opportunity to inspire anew a love for American institutions and American ideals. Civic service, appropriate to youth, imbued with devotion to the nation's need, would constitute a material support to the country in this time of national crisis. The school children of the United States could, for example, through home and school gardens, make a substantial offering to the problem of food production during the war. This and other forms of youthful service, consciously entered upon for the nation's good, would develop a sane and logical patriotism among our young people—a mighty bulwark for the welfare of any nation.

We shall not be true to our young citizens, however, if we withhold from them the hope of a new world order. If we are sincere in our plans for peace, we shall impart to those who will determine the life of the future the knowledge of those processes which we, according to our judgment, deem wise and practical. Nay, more, we shall inspire the youth of today with a vision of a different world. Truly, the next great forward step of humanity must begin in the schools.

On those who administer education in this critical time rests the responsibility of preserving and advancing those ideals for which all nations should strive and of establishing an unbroken unity of youthful civic service and devotion to the nation's welfare. May we in our hour of test still be able to maintain the American ideal of democracy and may the teachers of America continue to be the consecrated servants of the democratic ideal! God grant that on the pages of the world's history, the United States will stand out as a nation which remained true to its purpose in the service of humanity.

FANNIE FERN ANDREWS, Secretary,
American School Peace League.

SUGGESTIONS FOR PEACE DAY.

Teachers are urged on May 18th—International Peace Day—to concentrate attention on the historical and ethical development of international relations, emphasizing the significance of the two Hague Conferences which have included in their deliberation all the important nations of the world. Scores of methods will suggest themselves to the teacher. The idea, especially in the grammar grades, may be developed in almost any recitation. Any of the following plans may be developed by the teacher:

GEOGRAPHY.—Devote the geography period to a discussion of the inter-dependence of nations, evidence of which is all around us in these war times.

SPELLING.—Make a list of men of foreign nationalities, such as Michael Angelo, Raphael, Shakespeare, Wagner, Pasteur, Froebel, etc., who have added much to the richness and fullness of our daily life. Write the words on the boards, making of the lesson a drill in diacritical marks. Talk about the men whose names you use, developing the consciousness of the debt we owe to other nations.

HISTORY.—Assign for the history lesson some topic illustrative of an important advance in our social and economic development. Make the pupils feel that these chapters in our history have been as important as any in our political or military history. Tell to the children the inspiring story of some hero whose work was constructive rather than destructive.

ARITHMETIC.—Have the class in arithmetic calculate the cost of the war to date in any one of the European countries. Let them look up the population and find the necessary per capita tax to cover it. The torpedoes used by the German submarines cost from \$4,000 to \$12,000 apiece. Have the children look up the expenses of their school for one year, those of their church, or of the local Board of Health, and give them problems in proportion. Figures to use in such problems are appearing daily in current newspapers and magazines.

PHYSIOLOGY.—Discuss in the physiology class the part science has played in prolonging human life, the teacher telling the story of at least one foreign benefactor. Pasteur, Harvey, or Röntgen are suggested.

WRITING.—During the writing period the children may copy the prophecies of national figures, relative to the coming of the spirit of internationalism.

ENGLISH.—The children during the English period may rewrite the story of some international benefactor, which has been read during the day by the teacher. Or they may write letters to some for-

eign child, telling of their school and home life. These may be forwarded to the American School Peace League, through which arrangements are made for foreign correspondence.

CIVICS.—In the civics class talk of the cities with their thousands of inhabitants—the men and women of ambitions who have come to the land of their ideals. Discuss the likeness of all races in the essential things of life; the superficiality of the habits and customs which make them different.

MATERIAL SUITABLE FOR US ON PEACE DAY.

The following selections, taken from "A Course in Citizenship," published by the Massachusetts Branch of the American School Peace League, are given for the convenience of the teacher:

CAMP SCHOOL SONG.

(Tune—"Columbia, the Gem of the Ocean.")

To the goal of our long aspiration,
To America's shores we have come,
To make with a high consecration
For ourselves and our children a home.
The light of fair hope shines upon her,
Bright her promise for me and for you;
There's welcome for all who will honor
Her flag with its red, white and blue.

Three cheers for the red, white and blue,
Three cheers for the red, white and blue,
The symbols of freedom and justice,
Three cheers for the red, white and blue.

Count no one of us alien and stranger;
To her aid we would rise, one and all,
With bold hearts we would face ev'ry danger,
We would lay down our lives at her call.
Thus we pledge her our hearts' deep devotion;
We will try to her past to be true,
So that ever from ocean to ocean,
May float the fair red, white and blue.

—C. R. Trowbridge.

THE HAGUE CONFERENCES.

1. The First Hague Conference met at The Hague, May 18, 1899. It was called by the Czar of Russia. Twenty-six nations were represented. Its object was, in the words of the Russian Emperor, to consider "the maintenance of general peace, and a possible reduction of the excessive armaments which weigh upon all nations." The Conference made new rules for warfare and formulated new plans for the peaceful settlement of disputes between nations. The Conference established the Hague Court of Arbitration which has settled fifteen important cases.
2. The Second Hague Conference met at The Hague, June 15, 1907. It was called by the Czar of Russia, and proposed in the first instance by the President of the United States. Forty-four nations were represented. The Conference endorsed and developed the work of the First Hague Conference and adopted a plan for an International Court.
3. The Third Hague Conference was to have met about the year 1915, but was not called on account of the European War.

WORLD BROTHERHOOD.

Remember that in this land of ours all the races, all peoples, all the faiths of the world, are being brought together and are being fused into one great and indivisible whole, as if to prove that, if men will but come near enough together to know one another, whatever their nationality, their race, their religion, hatred and ill-will and prejudice and all uncharitableness are sure to pass away. Herein let American pioneer. Our country seems destined in the providence of God to be the meeting place of all the peoples, to be the world's experimental station in brotherhood, all of us learning that other nations are not barbarians, that other races are not inferior, that other faiths are not Godless.

—Stephen S. Wise.

ONE GREAT FAMILY.

Practically all human problems are the same for all the world. Though the Frenchman, German and Briton may vary in the details of their lives, just as life in your household is different from life in mine, they are not really much more different than are we of the same nation.

The longing for a home was universal among the peoples in all parts of the world, and thus huts, tents and houses were used. The early peoples had many pleasures. They sang and played musical instruments, the flute and harp having been used wherever man lived. Dancing was universal. Simple games or playthings sprang up in response to the universal desire for play. It is wonderful to know that these games were the same among all the early peoples. "Cat's Cradle," for example which is now played by the children of the whole world, has amused children and grown folks as far back as history goes, and was old when the first records of it were made. We could go on through numerous games and show that they have been used by the children of many lands, who invented them to express their desires for play and without any knowledge of what the others were doing. There were and are so many nations and tribes playing games like "London Bridge is Falling Down" that it would take a book to tell about them all. Most of these games had their origin in the manners and customs and religious beliefs of the peoples, and they have continued to be played by the children of all nations, because children, even of different nationalities, are so much alike. The story of Cinderella and her glass slipper was first told in Egypt and has delighted the children of all countries for thousands of years.

—*Fannie Fern Andrews.*

MISCELLANEOUS QUOTATIONS.

War will eliminate itself. By the next centennial arbitration will rule the world.—*General Sheridan.*

Though I have been trained as a soldier, and participated in many battles, there never was a time when, in my opinion, some way could not be found to prevent the drawing of the sword.

—*General Grant.*

* * *

These things shall be!—a loftier race
Than e'er the world hath known, shall rise
With flame of freedom in their souls
And light of science in their eyes.

Nation with nation, land with land,
Inarmed shall live as comrades free:
In every heart and brain shall throb
The pulse of one fraternity.

—*John Addington Symonds.*

* * *

For a' that, and a' that,
It's coming yet for a' that,
That man to man, the world o'er,
Shall brothers be, for a' that.

—*Burns.*

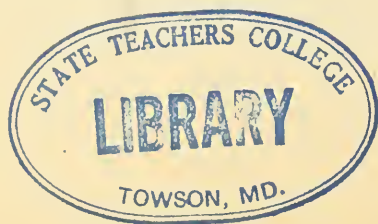
Maryland Normal and Industrial School

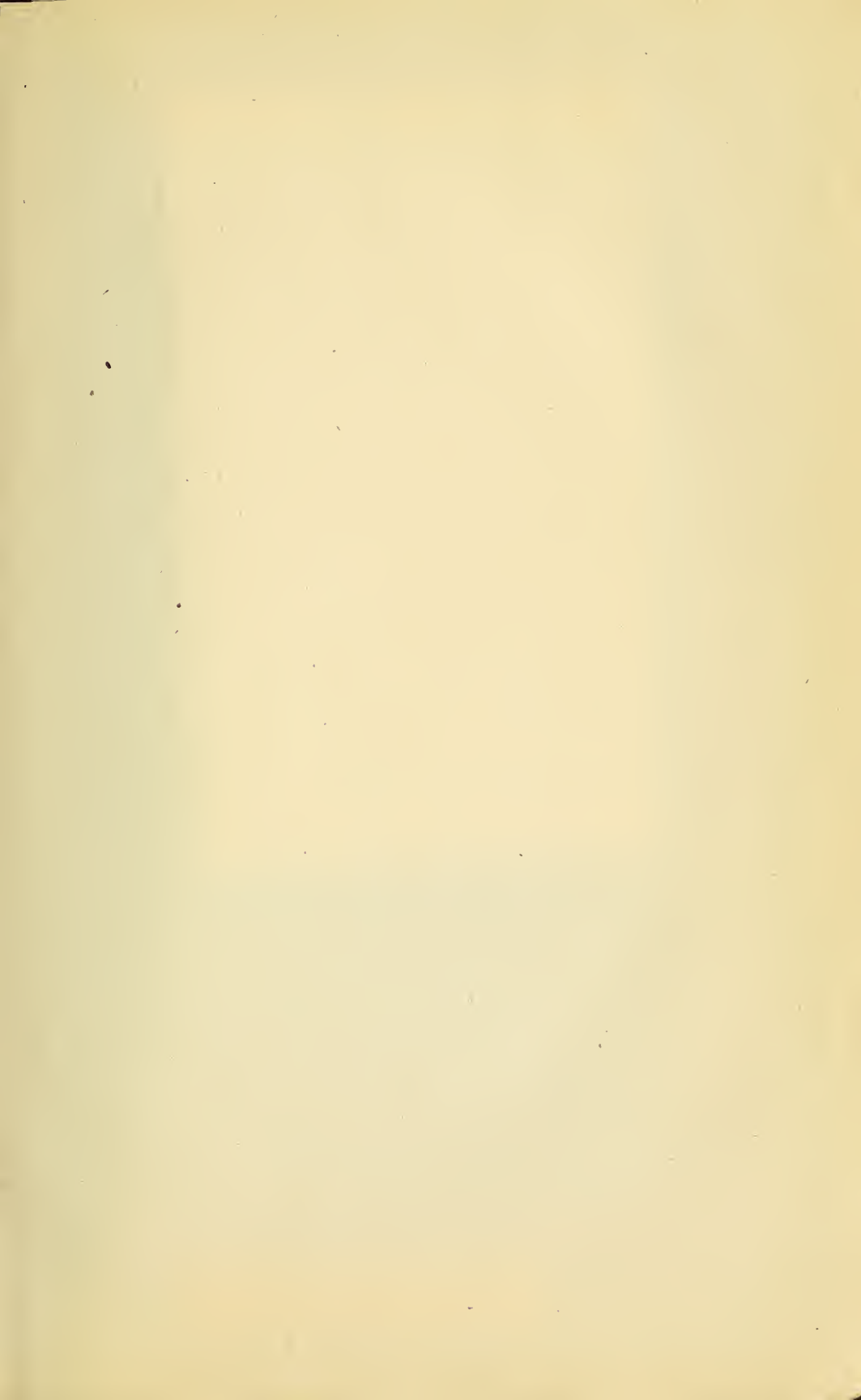
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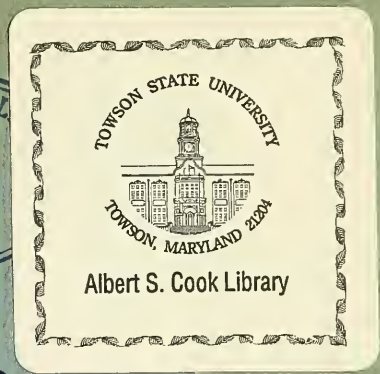
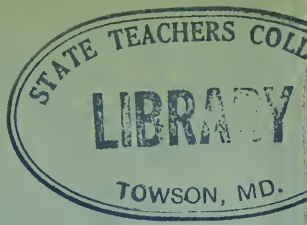
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For information, which will be gladly given, address the Principal,

D. S. S. GOODLOE,
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